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ABSTRACT

Designed as an aid in evaluating the past academic year by summarizing and consolidating college and districtwide information, this annual report provides technical information about the Los Angeles Community College District (LACCD). Following a District overview and data summary, the bulk of the report consists of tables and figures focusing on demographic characteristics, attendance patterns, student and enrollment characteristics, instructional programs, student performance and articulation, student support services, and fiscal and personnel resources. Descriptions and discussions are provided of each table and figure. The highlights of the report include the following: (1) the LACCD enrolled 119,569 students in fall 1983; (2) the ethnic distribution of the District's population was 45% White, 31% Hispanic, 15% Black, 7% Asian and 1% other; (3) there was an increase in the enrollment of minorities, women, and older and part-time students over the past 10 years; (4) ten major disciplines accounted for 81% of all duplicated enrollment; (5) grade achievement improved for 1983-84; (6) services to special student groups declined between fall 1982 and 1983; and (7) general fund expenditures budgeted were reduced by 9% from 1982-83 and the general fund income declined 10%. (LAL)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

COLLEGE ANNUAL REPORTS 1983-84

VOLUME 2, TECHNICAL INFORMATION

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1983 - 84

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VOLUME 2:

TECHNICAL INFORMATION

November 1984

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1983-84 COLLEGE ANNUAL REPORTS, VOLUME 2: TECHNICAL INFORMATION

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GLOSSARY

Continuing students are students who were enrolled in the same college during the immediately preceding semester or students returning to the college after an absence.

Day students are students who are taking one or more classes convening prior to 4:30 p.m. Students who are taking both day and evening classes are classified as day students.

Duplicated enrollment is the number of students enrolled in classes. For example, an individual enrolled in three classes would be counted three times.

Ethnic status refers to racial affiliation as reported by students on a voluntary basis at the time of registration.

Evening students are students who are enrolled exclusively in classes convening at 4:30 p.m. or later.

First-time students at a college are students who have never been enrolled at the college; the term includes both new freshmen and transfers.

Freshmen are students who at the time of registration have completed fewer than 30 units of college credit.

Full-time students are enrolled for 12 or more semester units.

Sophomores are students who at the time of registration have completed 30 through 60 semester units of college credit.

Unduplicated enrollment is the the number, or "head count", of individual students enrolled. Each person is counted once, no matter how many classes are taken.

Weekly student contact hours (WSCH) are derived by multiplying the number of students enrolled in a class by the number of hours per week the class meets. A class with 30 students which meets 1 hour three days a week would generate 90 WSCH (3 x 30).

MISSION
GOLDEN STATE FWY.
SAN DIEGO FWY.
PIERCE
VALLEY
VENTURA FWY.
HOLLYWOOD FWY.
CITY
DISTRICT OFFICE
EAST
SANTA MONICA FWY.
WEST
HARBOR FWY.
WLAC
AIRPORT
CENTER
TRADE-TECH
SOUTHWEST
HARBOR

PREFACE

This second volume of College Annual Reports 1983-84 provides technical information which is an update of information in the last year's annual report. It is presented as a separate volume for ease in using as a reference. A discussion of each table and figure is included to facilitate interpretation. The purpose of this volume is to aid in evaluating the past academic year by summarizing and consolidating both college and districtwide information.

While most of the tables present current data for Fall 1983 or the academic year 1983-84, with frequent comparisons to the previous year, several deal with ten-year trends. Trend tables are accompanied by figures which plot the direction of change in the tables. Trend tables are given for total enrollment, student and enrollment characteristics, transfers to California public four-year institutions and awards conferred.

Tables are limited to data which are routinely collected and comparable among colleges. A more comprehensive view of individual colleges is provided by college narrative reports contained in the first volume. An effort has been made, however, to interrelate narrative and technical information. The sequence of tables generally follows the major divisions of the narrative reports, proceeding from characteristics of the community, students, and enrollment to instructional programs and support services, and concluding with institutional resources. Tables are presented within the following topics:

College Service Areas	Figure 1 Tables 1-2
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Student Support Services	Table 28
Fiscal Support	Tables 29-32
Personnel Resources	Tables 33-34

A District Overview introduces the discussion of individual tables and figures, following the sequence of topics listed above. Each table and figure is preceded by a fuller description and explanation of the information contained within it.

ACKNOWLEDGMENTS

Technical information in this second volume of College Annual Reports 1983-84 has been presented in 12 figures and 34 tables, each with an accompanying description. Tables and figures were assembled from a variety of data sources, much of it regularly produced computer printouts, but also published reports such as the 1982-83 Final Budget and the Affirmative Action Report, as well as unpublished sources such as year-end reports on community services, financial aid, and specially funded programs. The cooperation of an untold number of college and District staff who supplied these data was essential and is very much appreciated.

The Research and Planning Unit of the Office of Educational Planning and Resource Development, Educational Services Division, was responsible for preparing this volume. Nancy Conrath coordinated the project, assisted by staff members Stuart Wilcox, Jeanne Landis, and Teresa Eng.

Secretarial support was ably provided by Connie Rosano, Freda Chaett, and Rose Marie Patino.

Graphic artist Chriss Bertelli designed the cover, prepared the figures and reduced the tables. Anthony Calderon oversaw the reproduction of the document.

Overall direction in preparing the final report was provided by Kenneth S. Washington, Vice Chancellor of the Educational Services Division.

D I S T R I C T O V E R V I E W

Demographic Characteristics

The large, metropolitan Los Angeles Community College District is located in the central portion of the Los Angeles basin, an area of 882 square miles with a population of more than 4.3 million. Communities served by the District are distinct in both culture and commerce, and include the City of Los Angeles, a number of incorporated cities, and unincorporated areas within Los Angeles County. The character of these communities ranges from urban to suburban, industrial to commercial, affluent to impoverished. A bustling center of international trade and banking, the area is renowned for its entertainment industry, aircraft production, garment manufacture, and horticultural products. The unparalleled heterogeneity of District residents is reflected in the diverse characteristics of students attending each of the District's nine campus colleges. The central city area is served by City, East, Southwest and Trade-Tech; Mission, Pierce and Valley serve the San Fernando Valley. Harbor serves the Los Angeles Harbor communities and the Palos Verdes peninsula, while West provides services to the airport, coastal and inland communities of western Los Angeles.

This year, additional 1980 census data were available and are included in Table 1. Characteristics of residents presented in the table are ethnicity, gender, age, median income and educational level. Census data were aggregated from zip codes to communities, which were again grouped together into clusters within the service areas for each college. These service areas were determined on the basis of geography and attendance patterns. Data are subtotalled for each area, and compared to those characteristics of resident students for which data were comparable and available. Student data are based on Fall 1983 enrollment, and include characteristics of ethnicity, gender and age.

Using 1980 census data, the ethnic distribution of the District's population was as follows: 45% white, 31% Hispanic, 15% black, 7% Asian and 1% other ethnic designation. Comparable statistics for Fall 1983 District enrollment were: 38% white, 23% each for blacks and Hispanics, 12% Asian and 4% another ethnic category. In general, the proportions of blacks and Asians were higher for enrollment than for the population, while whites and Hispanics were lower proportions of enrollment than of population.

A slightly higher proportion of females enrolled in District colleges than was their proportion in the population, at 53% compared to 51%.

As might be expected, a much higher proportion of younger adults enrolled in District colleges than were represented in the population. Proportions were much higher for enrollment than for the population through 24 years; they were somewhat higher for enrollment than population in the 25 to 34 age group, but lower in the 35-54 age group and minimal in the group above 55 years.

Median family income for District residents in 1980 was $23,120. This median ranged among service areas from $10,991 in the South Central area to $31,142 for the Western Valley area.

No consistent family median income data is available for District students. However, the Fall 1982 student survey shows a median income of $22,275 for dependent students, who were 29% of survey respondents. Among both dependent and independent students, 23% reported personal incomes of $15,000 or more; 49% earned less than $9,000. Variation in reported student income by college attended followed patterns similar to income differences among service areas.

The educational level of District residents was measured by years of education. Unfortunately, 1980 census data aggregated 13 through 15 years (some college) so that comparisons of freshmen (12 years) and sophomores (13 years) could not be made between District residents and students. Data on the educational level of residents are for those 18 years of age or older. Surprisingly, the educational level reported by the highest proportion of residents was less than 12 years (high school completion), at 33% of the population districtwide. Variation among service areas was similar to that for income, with 50% of Eastern and South Central residents reporting educational levels under 12 years compared to 16% of Western Valley residents and 15% of those living in the Western area. Among all District residents, 31% reported 12 years of education, 21% 13 through 15 years, and 16% 16 years (baccalaureate level) or more.

In Fall 1983, 74% of District students had an educational level of freshman or lower. Admission policies permit the enrollment of residents 18 years of age or older, or of younger students, who can benefit from college instruction. Sophomore students were 15% of Fall 1983 enrollment, while 11% had earned 60 units of credit or more. These statistics indicate that the large majority of District students are residents with 12 years of education. These data also suggest that demand is high for adult education programs that can serve residents with educational levels under 12 years.

Attendance Patterns

The District enrolled 119,569 students in Fall 1983; 92% of these students resided within District boundaries. Residents enrolling in any one of the District's nine colleges were 2.5% of the population, down four percentage points from the previous year. This "participation rate" is considerably lower than the 5.8% average statewide for Fall 1980 (total community college enrollment divided by the 1980 census population for the state). Several conditions help to explain the lower rate: no adult education programs (offered instead by the Los Angeles Unified School District), a large number of competing educational institutions in the area, and the "urban factor," which refers to enrollment barriers common to urban populations such as low income, limited English competence, underpreparation for academic study, transience and transportation problems. In addition,

the initiation of "free-flow" in 1983-84, or the free selection of community colleges regardless of residency, has prompted greater outflow from the District than in the past.

Variation in participation rates among service areas reflects the reasons given for differences between state and District rates. The lowest rate was for the Western area (1.7%), which has a number of competing educational institutions located nearby (Santa Monica and El Camino Colleges, Loyola Marymount and UCLA). Also below 3.0% were those areas serving the urban populations of the central city: Eastern, North and South Central, and Southwestern. The highest participation rate was in the affluent, suburban area of the Western Valley (4.4%), with other Valley areas showing rates of 3.0% and above (see Table 2).

The proportion of District enrollment attending the college located within each service area also varied; differences appear to reflect the extent to which colleges are isolated from each other, have unique or comprehensive educational programs, or complete college facilities. In the Harbor, Eastern and Valley areas, from 77% to 94% of resident students attended the local District college. City, and especially Trade-Tech, both located centrally and with many unique programs, drew students from all central service areas. Pierce and Valley, large campuses with comprehensive curricula, attracted students from their own area as well as from the Northern area served by Mission, which has no permanent campus.

Student and Enrollment Characteristics

Figures 2 through 10 and Tables 3 through 11 present ten-year trends in the changing characteristics of students and enrollment. The most dramatic of these changes was in the increasing enrollment of minorities, women, older and part-time students. These changes were abrupt in the mid-seventies, when enrollment growth was accompanied by increasing numbers of non-traditional students. Since then, trends have slowed, stabilized, or in some cases shown signs of reversing.

The male majority of District enrollment in Fall 1973 abruptly reversed in Fall 1977, as veteran enrollment declined and women sought economic and social gains through education. While women remained a majority in Fall 1983, their proportion has dropped slightly the past two years, from 54% in 1980 to 53% in 1983.

From Fall 1974 through Fall 1983, white enrollment fell from a majority of 58% to a plurality of 38%. The drop in white enrollment was greatest between 1976 and 1977, falling from 51% to 40%. Among minority groups, expansion was by far the greatest among Asians, with a 140% increase in number over the ten-year period. Growth in Hispanic enrollment was also high, with a 39% increase in number. The expanding immigration of both Asians and Hispanics contributed to enrollment increases, although a higher proportion of the Asian than of the Hispanic population attended District colleges. While blacks increased in number 16% over the period,

their proportion of total enrollment dropped from a high of 30% in 1977 to 23% in 1983, equal to the proportion of Hispanics enrolled.

Students under 25 years of age were 51% of Fall 1974 enrollment; in Fall 1982 they were 50%. Those under 20 years accounted for most of the drop, from 24% to 19%; 20 to 24 year-olds increased their percentage of total enrollment from 27% to 31%. All older age groups increased in number somewhat over the ten-year period, although declining slightly from Fall 1982 to Fall 1983.

Increased part-time enrollment was a major contribution to overall growth in enrollment over the decade; part-timers increased 7% compared to a 29% drop in full-timers. Part-timers were 73% of enrollment in Fall 1983 compared to 66% in Fall 1974. A number of factors influenced this higher rate of part-time enrollment, including social and economic change and the need for occupational upgrading and relicensure. There have been very slight declines, however, in the proportions of part-time enrollment from Fall 1981 to Fall 1983. Faced with budgetary reductions, many colleges have chosen to limit their outreach and evening programs in order to maintain campus programs for matriculating full-time students.

Day enrollment has correspondingly increased for the past three years. In Fall 1983, day students were 62% of total enrollment, equal to the 62% peak level in Fall 1975.

First-time students decreased from 36% in Fall 1982 to 28% in Fall 1983, representing the greatest change in student and enrollment characteristics for the year and the lowest proportion of first-timers for the decade. The highest proportion of first-timers was in Fall 1979, at 39%; proportions have declined every year since then.

While first-time students have been decreasing, the proportion of freshmen have been increasing. Freshmen were 75% of Fall 1983, up from 73% in Fall 1982 and 65% in Fall 1979, the lowest proportion in the ten-year period. This suggests that continuing students remain freshmen longer than formerly. The corresponding decline in sophomores is likely to have an affect on numbers of transfers or associate degree awards.

Total enrollment over the ten-year period decreased 4%, with the greatest decline (-12%) between Fall 1982 and Fall 1983. Uncertainty regarding community college funding and the threat of first-time tuition were contributing factors; the statewide drop was 11%.

Increasingly, statistics on enrollment growth or decline represent conditions or policy decisions external to local districts. Both State and District enrollment trends show repeated periods of growth interrupted by declines which can be attributed to the 1975 "cap" on enrollment growth, the passage of Proposition 13 in 1978, the reclassification of courses as non-reimburseable in 1982, and the uncertainty regarding funding and tuition in 1983. Statewide declines in college-age youth, projected through

1991, may increase competition for traditional students in some locations, and contribute to further enrollment declines through the 1980s.

Student enrollment characteristics for Fall 1983 and Spring 1984 are summarized for each college and districtwide in Tables 12 and 13.

This year's Annual Report includes information on students' educational goals for the first time. Districtwide, a third of the students reported their intention to transfer, 31% had vocational objectives and 8% were pursuing general education goals; a large proportion, 21%, were undecided.

Instructional Programs

Tables 15 through 21 provide data on program enrollments. Community college courses are classified by a statewide system of codes called the Taxonomy of Programs (TOP). The District offers courses in each of these 23 "major disciplines," which include 193 minor subject disciplines. Tables 15 and 16 present data on enrollment in each of the major disciplines, for each college and districtwide.

Ten major disciplines accounted for 81% of all duplicated enrollment; these follow nearly the same rank order as in 1982: education (including physical education and health), business and management, letters (including English), social sciences, fine and applied arts, engineering, mathematics, computer sciences, psychology and physical sciences. The rank order changes somewhat when weekly student contact hours (WSCH) are used as a measure of course activity instead of enrollment. Because laboratory classes meet for more hours per week than lecture classes, they generate more WSCH per enrollment. Disciplines with many laboratory classes similarly produce more WSCH relative to their enrollment than disciplines with few. Of the ten highest ranking major disciplines by enrollment, WSCH numbers increased the rank positions for business and physical sciences and decreased them for education and psychology.

Again using statewide definitions, courses are also classified into three intent categories: transferable courses are classified as baccalaureate (B), vocational courses not intended for transfer as occupational (O), and basic skills courses as prerequisite or developmental (PD). Percentages of duplicated enrollment in each of these categories remained about what they were in previous years, with a very slight gain in the PD category and a corresponding drop in the B category. Most enrollment was in transferable courses, at 81%; occupational enrollment was 14% and basic skills enrollment 5%.

When transferable occupational courses are added to those not intended for transfer, the percentage of duplicated enrollment climbs to 36%. The proportion of occupational enrollment fell one percentage point between Fall 1983 and Fall 1982.

For the first time this year, occupational participation was analyzed by WSCH as well as by duplicated enrollment figures, thinking that the long hours spent in laboratory classes, which are typical of occupational programs, would result in higher WSCH per enrollment among occupational than other students. As expected, the proportion of occupational WSCH was four percentage points higher than for enrollment, at 40% of total WSCH.

Change in total enrollment and WSCH reflects the Fall 1982 to Fall 1983 overall decline of 12% in enrollment and 11% in WSCH. Declines were greatest for education and fine arts (18%-22%) and least for letters and mathematics (1%-3%). From Spring 1983 to Spring 1984 the enrollment decline was 14%; WSCH dropped 16%. Enrollment between summer 1982 and summer 1983 fell 10% and WSCH 31%. Average daily attendance (ADA) decreased from 70,842 in 1982-83 to 60,729 in 1983-84, or 14%.

Another new table in this year's Annual Report shows WSCH, full-time equivalent faculty (FTE) and WSCH/FTE for Fall 1982 and Fall 1983. These data are broken down by 65 activity codes, which combine related minor disciplines but provide more definition than major discipline codes. Between Fall 1982 and Fall 1983, declines in WSCH were greater than in FTE, resulting in a drop in the WSCH to FTE ratio from 502:1 to 473:1.

Community Services enrollment in non-credit classes in 1983-84 was the highest it has been since the passage of Proposition 13 in 1978. The total enrollment of 105,650 was a 4% increase over 1982-83.

Since 1978, Community Services programs have been moving toward complete self-support. This support largely depends on enrollment fees, which have necessitated total program revision, with new course offerings that appeal to the educational interests of those willing and able to pay fees. Growth in Community Services enrollment is particularly remarkable because overhead costs and staff have been reduced.

Student Performance and Articulation

The only districtwide measures of student performance and articulation reported annually are grade achievement, retention in courses, degree and certificate awards, and transfers to public four-year institutions. These data are shown in Tables 22 through 27 and Figures 11 and 12. A number of independent studies provides data on transfer achievement, the job placement and success of occupational students, and the effects of certain strategies on grade achievement and retention; however, none of these data is systematically collected by all colleges for all students.

Grade achievement in Fall 1983 improved over Fall 1982, with a 61% majority of students earning a "C" grade or higher in 1983 compared to 57% in 1982. The retention rate, which rose six percentage points from Fall 1980 to Fall 1982, gained another five percentage points in Fall 1983. Increases were again higher for evening than day students, although rates

are usually lower for evening students. The retention rate for all students in Fall 1983 was 76%, with the rate 77% for day and 74% for evening students.

Total degrees awarded declined 25% over the ten-year period and 12% between 1982-83 and 1983-84, following a 13% increase the previous year.

Over the ten years, the number of certificate awards increased 19% while associate degree awards fell 34%. Certificates were 17% of all awards in 1974-75, and 27% in 1982-83.

The number of students transferring into District colleges from other postsecondary institutions within and outside the District rose 2% between Fall 1982 to Fall 1983, following a 30% decline the previous year. Incoming transfers were 19% of total enrollment; of these, 60% were from community colleges, half of these from other District colleges. Nearly a quarter of transfer students (24%) were from the California State University (CSU) system; 7% were from the University of California (UC) system and 10% from private colleges in the State. A little more than a third (34%) of in-bound transfers had earned 60 units or more (upper-class standing); these "reverse transfers" were 6% of total enrollment. Majorities of 56%-60% of UC and CSU transfers had earned 60 units or more, and 45% of the transfers from private colleges; few transfers from community colleges (18%) had earned 60 units.

Transfers from District colleges to the UC and CSU systems were nearly half (47%) the number of those transferring from these institutions into the District. The decline in the number of transfers, continuous since 1975, has been a concern for several years. Between Fall 1982 and Fall 1983, the number of UC transfers increased (4%), although a 6% decline in CSU transfers resulted in a 5% drop overall. Over the decade, the number of transfers dropped 35%, from 4,807 in 1973 to 3,282 in 1983.

Student Support Services

Few consistent measures of instructional and student support services are available for annual review. While college narratives in Volume 1 describe a number of these functions and activities, data in Volume 2 are limited to student recipients of special services; biennial data on library holdings and loan transactions were not collected for 1983-84.

Between 1982-83 and 1983-84, services to special student groups declined in every category but Educational Opportunity Programs and Services (EOP&S); the decline in total students receiving services was 14%. This follows a two-year decrease of 27%. Reduced Federal and State funding partially explain the decline; financial aid recipients dropped 22% and handicapped students 14%. Decreases were 24% for foreign students, 32% for veterans receiving services.

Fiscal and Personnel Resources

Tables 29 through 34 provide information on income sources for the District, expenditures by programs and colleges, and personnel distributions by ethnicity, sex, occupational category and location.

General fund expenditures budgeted for 1983-84 were reduced 9% from 1982-83, following an 8% decrease the previous year. Of the total $161.3 million expended, 90% was in personnel accounts. While the appropriations for instructors dropped 6%, it rose slightly from 45% in 1982-83 to 46% of total personnel costs in 1983-84. Non-certificated employees were 24% of the personnel expenses, other certificated personnel 6% and certificated administrators 5%; employee benefits for all personnel were 19% of these disbursements. The decrease in total personnel expenditures was 8%, while for all non-personnel accounts, it was 14%. Expenditure decreases were evident for every college and for the District Office.

The Final Budget for 1983-84 shows a general fund income decline of 10% from 1982-83. The District received an $11.4 million augmentation for the spring semester, which, with spending reductions, absolved the original $29 million budget deficit.

Special fund expenditures for 1983-84, which included anticipated revenues as well as expenses, decreased 2% from 1982-83. Annual differences in accounts varied among income-producing programs. Increases occurred for Bookstore (+2%), International Education (+3%) and Community Services accounts (+13%) but there were decreases in disbursements for Child Development Centers (-2%) and Cafeterias (-25%). Expenditures were nearly equal for Handicapped Services and Instructional Television.

Awards for specially funded programs rose 3% overall from 1982-83 to 1983-84, with both gains and losses among program categories. The largest increases were in funding for job training programs, up 31% and nearly a third of all awards received by colleges and the District. Major declines were in the large student aid categories, down 6%; these funds have usually been about 80% of all college awards. Special project grants rose 14%, reversing a trend of yearly reductions since 1979-80. Awards for voca-tional education fell 3%, but programs for limited English speakers increased 79% and postsecondary instructional support (primarily equipment) gained 14%.

District personnel dropped 7% in number between Fall 1981 and Fall 1982, with the proportions of minorities and women also declining. The number of minority employees fell 10% and women employees decreased 12%. Traditional patterns of employment remained. Males were 73% of the administrative category and 60% of full-time faculty. Females were 86% of clerical positions and 26% of maintenance workers. The highest proportions of minority employees were in clerical and maintenance positions. Minorities were 24% of full-time and 32% of hourly faculty positions, although minority students are now a majority of enrollment districtwide.

The proportions of minorities and women employees varied among locations. Minorities ranged from 11% at Pierce and 13% at Valley, which both serve

white majority communities, to 75% at Southwest, 56% at the District Office and 51% at Trade-Tech, all located in the heavily minority central area.

Affirmative Action representatives at each location monitor personnel selection and hiring policies and practices. Losses in minority and female representation in districtwide personnel this year largely reflect declines among clerical and maintenance workers.

TABLES AND FIGURES

Demographic Characteristics

Table 1: Community Demographic Characteristics, 1980 Census, by Areas and Communities, with Comparisons to Fall 1983 Enrollment Characteristics

Description:

Table 1 provides summary data from the 1980 census on ethnicity, gender, age, median family income and years of education for population living in discrete areas within the Los Angeles Community College District. Each of these service areas has a District college centrally located within it, although many colleges attract substantial enrollment from beyond their immediate areas. Demographic characteristics have been aggregated from zipcodes to groups of communities within service areas. Comparable data for districtwide enrollment of residents from these service areas are given for ethnicity, gender and age.

Discussion:

The 1980 census provides comparative data among District communities and service areas, but as the years progress into the decade of the 80s, data become less reliable. The Southern California Association of Governments (SCAG) projects continued population growth for the District, along the lines of the ethnic shift observed through the 70s, with higher proportions of Asians and Hispanics, a stable proportion of blacks and a lower proportion of whites. The ethnic distribution among communities is expected to follow 1980 patterns, with some shift of whites from urban to suburban communities, of blacks from south central to western Los Angeles and of Hispanics from eastern to south central Los Angeles. Efforts are being initiated to project 1980 census data forward by age, sex and ethnicity, in cooperation with SCAG and the Population Research Unit of the California Department of Finance.

Consistent with recent trends, Fall 1983 enrollment was higher than 1980 population incidence for Asians and blacks, but lower for Hispanics and whites. Asians were 7% of population but 12.5% of enrollment, while blacks were 15% of the population but 23% of enrollment. Conversely, Hispanics made up 31% of the population but just 23% of enrollment, and whites were 45% of the population but 38% of enrollment.

Females were a slightly higher proportion of enrollment than of population, at 53% compared to 51%.

Age distribution is related to enrollment trends; typically half of enrollment is of persons under 25 years, with very few students under 17 years. Because of the nationwide trend of fewer college-age youth in the population, 1980 census figures for 14-16 year-olds were stepped forward to represent 17-19 year-olds in 1983. Zip code areas nearby and including

the University of Southern California and the University of California at Los Angeles were excluded because incoming resident students 17-19 years of age swell statistics for that age bracket in these areas. Using the 14-16 age base for 1980, 17-19 year-olds had declined 8% by 1983. The enrollment of students under 20 years fell 18% over the same period, while total enrollment dropped 10.5%.

Participation rates by age, sex and ethnicity are important variables in projecting enrollment. The increased participation of older persons and females has accounted for much of the enrollment growth in postsecondary education over the past decade. Age, however, is perhaps the most critical variable affecting enrollment size. Age is also related to ethnicity, with the median age lower among minority groups, particularly blacks and Hispanics, than among whites. In the District, Hispanics are a rapidly growing proportion of the population. Their participation in postsecondary education, however, has been traditionally low. In 1980, participation rates (enrollment as a percentage of the population) were 2.2% for Hispanics compared to 2.5% for whites, 4.7% for Asians and 5.3% for blacks. Between 1980 and 1982, Hispanic enrollment rose 9% compared to a 2% increase in total enrollment, an indication of population growth. Asian enrollment for the period increased 7%, while the enrollment of whites grew just 1% and black enrollment declined 7%. Between 1982 and 1983, however, with a 12% total enrollment decrease, declines were 15% among Hispanics, 16% among blacks, 9% among whites and 6% among Asians.

The greater enrollment loss among Hispanics and blacks between 1982 and 1983 than among others suggests that low cost is an important factor encouraging their participation. During Fall 1983, tuition was an uncertain threat, and a variety of new fees was levied. An economic recovery, bringing with it an increase in job opportunities, may also have influenced enrollment declines among lower-income blacks and Hispanics. The 1980 census indicates that the average median income for Los Angeles County residents was $21,135, but was $18,057 among blacks and Hispanics. Within the District, median income averaged $23,120 but was $11,654 in the area served by Southwest, with enrollment 96% black, and $16,472 in the area served by East, with 63% of enrollment Hispanic.

Educational level also varies by ethnicity. A third of the 1980 District census population 17 years of age or older had fewer than 12 years of education (high school completion). These proportions rise to 50% in the area served by East and 43% in the Southwest service area, and fall to 15-16% in the predominantly white areas served by West and Pierce. Access for underprepared students will continue to depend on appropriate and effective curricula, assessment testing and placement.

Variation in 1980 census characteristics was greatest for ethnicity. Whites were majorities in five of the nine service areas; proportions ranged from 53% (Harbor) to 85% (West Valley). Hispanics were 71% of the Eastern area, while blacks were 64% of the Southwest area. Asians were most concentrated in the Gardena (24%), downtown Los Angeles (21%) and Monterey Park (18%) areas. The North Central area had the fewest 17-24 year-olds (18%) and South Central, which includes USC, the most (24%). Both Eastern and Southwest areas had 23% of 17-24 year-olds; the District average was 18.5%.

TABLE 1

COMMUNITY DEMOGRAPHIC CHARACTERISTICS, 1980 CENSUS[1], BY AREAS AND COMMUNITIES
WITH COMPARISONS TO FALL 1983 ENROLLMENT CHARACTERISTICS

GEOGRAPHIC AREA/COMMUNITY	1980 CENSUS POPULATION PERCENTAGES BY ETHNICITY					GENDER		AGE[2]					MEDIAN INCOME	YEARS OF EDUCATION[3]				
	ASIAN	BLACK	HISPANIC	WHITE	OTHER	MALE	FEMALE	17-19	20-24	25-34	35-54	55+		<12	12	13-15	16	>16
EASTERN																		
Alhambra & San Gabriel	10.7	0.7	34.4	53.0	1.2	46.6	53.4	5.8	12.3	22.7	26.0	33.1	20,119	26.7	32.6	24.0	8.8	7.9
Bell, Bell Gardens, Cudahy, Huntington Park, Maywood, South Gate & Walnut Park	2.6	1.1	65.1	30.7	0.5	48.9	51.1	8.1	15.2	26.4	27.4	22.8	14,708	55.9	27.7	11.6	2.5	2.2
Los Angeles (Boyle Heights, City Terrace, Commerce, East L.A., El Serreno, Hazard, Lincoln Heights, Lugo & Vernon)	4.5	1.0	88.6	5.5	0.4	49.0	51.0	9.5	16.3	24.4	27.4	22.4	13,486	66.8	19.1	10.1	1.9	2.1
Monterey Park, Rosemead & Montebello	18.2	0.7	50.2	29.6	1.4	47.8	52.2	7.8	13.6	22.3	29.8	26.5	18,123	34.7	31.9	20.2	6.9	6.2
TOTAL EASTERN AREA	7.2	1.0	70.9	20.3	0.7	48.6	51.4	8.2	14.7	24.2	27.7	25.2	16,472	50.4	26.5	14.9	4.2	3.9
ENROLLMENT CHARACTERISTICS OF AREA	19.6	2.2	66.2	9.0	3.0	50.1	49.9	26.3	33.9	26.1	11.7	2.0						
HARBOR																		
Carson, Long Beach, Wilmington & Torrance	12.1	15.4	34.5	37.0	1.0	49.4	50.6	9.0	13.7	24.1	32.6	20.6	22,773	36.7	33.6	20.2	5.2	4.3
Harbor City, Lomita & San Pedro	6.0	4.5	25.2	63.3	1.0	49.4	50.6	6.8	13.0	23.5	29.7	27.0	23,450	29.9	34.1	22.3	6.5	7.2
Palos Verdes Peninsula	8.0	1.6	3.0	86.6	0.8	49.3	50.7	8.8	7.4	8.4	50.5	24.9	46,774	5.8	19.7	27.1	21.2	26.2
TOTAL HARBOR AREA	9.6	9.9	26.6	52.9	1.0	49.4	50.6	8.2	12.5	21.4	34.6	23.3	24,075	29.0	31.4	22.1	8.4	9.1
ENROLLMENT CHARACTERISTICS OF AREA	14.6	13.5	18.4	49.9	3.6	45.0	55.0	27.7	29.5	21.3	18.1	3.3						

[1] Source: Population data aggregated to zipcode areas, was obtained from the Southern California Association of Governments, Census Data Center.

[2] Data is based on the population of individuals 17 years of age or older

[3] Data is based on the population of individuals 18 years of age or older.

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TABLE 1 (continued)

COMMUNITY DEMOGRAPHIC CHARACTERISTICS, 1980 CENSUS[1], BY AREAS AND COMMUNITIES
WITH COMPARISONS TO FALL 1983 ENROLLMENT CHARACTERISTICS

GEOGRAPHIC AREA/COMMUNITY	1980 CENSUS POPULATION PERCENTAGES BY ETHNICITY					GENDER		AGE[2]					MEDIAN INCOME	YEARS OF EDUCATION[3]				
	ASIAN	BLACK	HISPANIC	WHITE	OTHER	MALE	FEMALE	17-19	20-24	25-34	35-54	55+		<12	12	13-15	16	>16
NORTH CENTRAL																		
Los Angeles (Briggs, Oakwood, Wilcox & Wilshire La Brea)	12.8	6.6	27.9	50.3	2.4	47.8	52.2	4.0	14.1	25.7	23.9	32.3	16,119	30.5	25.5	22.0	11.6	10.4
Los Angeles (Cole, Hollywood, Los Feliz & West Hollywood)	5.7	4.3	12.3	75.6	2.1	51.5	48.5	3.2	10.4	28.2	27.2	31.0	19,716	21.7	26.3	24.9	13.6	13.5
Los Angeles (Downtown & Edendale)	21.3	2.4	47.3	24.2	2.3	52.5	47.5	7.0	15.2	27.9	27.3	22.6	12,410	47.4	21.9	17.3	6.8	6.7
Los Angeles (Eagle Rock, Glassell Park, Griffith & Highland Park)	10.9	1.3	46.3	40.3	1.2	48.9	51.1	6.9	13.0	24.0	29.1	27.0	19,128	36.1	28.9	20.0	7.2	7.7
TOTAL NORTH CENTRAL AREA	12.3	4.5	32.2	48.9	2.0	49.9	50.1	4.9	13.0	26.5	26.5	29.1	18,072	32.3	25.8	21.5	10.4	10.0
ENROLLMENT CHARACTERISTICS OF AREA	25.7	12.3	25.7	31.0	5.3	51.7	48.3	15.0	28.3	34.7	18.5	3.4						
NORTHERN																		
Arleta, Pacoima & Sun Valley	4.4	8.9	49.3	36.4	0.9	50.2	49.8	8.9	14.1	24.9	31.3	20.8	20,683	45.5	31.9	15.6	3.9	3.1
San Fernando (Maclay, Mission Hills, Norwood Center & Sepulveda	5.4	3.5	16.9	73.4	0.9	50.1	49.9	7.7	14.1	23.0	32.3	22.9	26,411	21.7	38.7	25.3	8.0	6.2
San Fernando (Granada Hills, Lakeview Terrace, North Hills & Sylmar)	3.4	6.3	31.2	58.2	0.8	49.9	50.1	8.8	13.3	22.9	33.2	21.8	23,662	29.8	35.5	21.5	6.9	6.3
Sunland & Tujunga	3.1	0.5	10.9	84.7	0.7	49.5	50.5	6.8	12.5	24.5	30.2	25.9	23,810	23.7	40.7	24.5	6.1	5.0
TOTAL NORTHERN AREA	4.0	5.9	32.0	57.2	0.9	50.0	50.0	8.4	13.5	23.7	32.1	22.3	23,662	32.3	35.7	20.8	6.1	5.1
ENROLLMENT CHARACTERISTICS OF AREA	7.4	9.1	27.2	52.9	3.5	43.5	56.5	23.9	28.0	24.9	18.3	4.8						
SOUTH CENTRAL																		
Los Angeles (Cimarron, Pico Heights, Rimpau, Stanford, Waite & Wilshire)	15.4	20.6	45.1	17.5	1.4	48.9	51.1	6.0	14.9	28.5	26.8	23.8	12,079	43.8	24.9	18.4	6.7	6.2
Los Angeles (Dockweiler, Green, Kearny, Vernon & Western)	3.1	58.3	32.6	5.3	0.7	47.6	52.4	10.0	17.2	22.4	25.0	25.4	10,839	50.2	26.5	17.9	2.7	2.7
Los Angeles (Del Valle, Downtown, Flint, Foy, Market & Metropolitan)	5.3	8.9	66.5	18.2	1.1	59.1	40.9	7.2	17.3	25.8	26.9	22.8	8,597	67.3	17.9	9.4	2.7	2.7
TOTAL SOUTH CENTRAL AREA	8.3	37.6	41.5	11.7	1.0	50.8	49.2	7.9	16.3	25.4	26.0	24.4	10,991	49.7	24.7	17.0	4.3	4.2
ENROLLMENT CHARACTERISTICS OF AREA	13.1	57.4	21.0	5.1	3.3	48.2	51.8	21.0	29.3	31.7	15.6	2.5						

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TABLE 1 (continued)

COMMUNITY DEMOGRAPHIC CHARACTERISTICS, 1980 CENSUS[1], BY AREAS AND COMMUNITIES
WITH COMPARISONS TO FALL 1983 ENROLLMENT CHARACTERISTICS

GEOGRAPHIC AREA/COMMUNITY	1980 CENSUS POPULATION PERCENTAGES BY ETHNICITY					GENDER		AGE[2]					MEDIAN	YEARS OF EDUCATION[3]				
	ASIAN	BLACK	HISPANIC	WHITE	OTHER	MALE	FEMALE	17-19	20-24	25-34	35-54	55+	INCOME	<12	12	13-15	16	>16
SOUTHWEST																		
Alondra, Carson & Gardena	23.5	22.6	19.4	33.2	1.3	49.3	50.7	7.1	12.7	23.4	31.7	25.1	23,296	28.3	34.2	21.6	5.7	10.2
Los Angeles (Broadway-Manchester & South L.A.)	0.5	80.0	17.2	1.9	0.4	46.8	53.2	9.9	15.2	21.9	28.1	24.9	10,603	50.0	32.3	15.0	1.8	0.9
Los Angeles (Florence, Watts & Willowbrook)	0.9	62.2	31.6	5.0	0.4	47.0	53.0	10.4	15.3	22.4	26.2	25.7	9,763	58.1	27.5	12.0	1.3	1.1
Los Angeles (Hancock & Wagner)	0.9	84.6	11.4	2.8	0.4	46.2	53.8	9.5	13.2	23.4	33.2	20.7	14,494	36.8	35.2	22.4	3.1	2.5
TOTAL SOUTHWEST AREA	5.4	64.4	20.2	9.4	0.6	47.2	52.8	9.3	14.0	22.9	29.9	23.9	11,654	42.9	32.3	18.1	3.0	3.6
ENROLLMENT CHARACTERISTICS OF AREA	2.9	87.3	6.4	1.7	1.6	41.0	59.0	27.7	28.7	26.4	15.5	1.8						
VALLEY (EASTERN)																		
Burbank	11.1	1.2	10.2	76.5	0.9	44.7	55.3	10.0	10.9	20.0	32.7	26.4	26,250	18.1	37.7	25.5	10.3	8.4
Encino, Panorama City, Sherman Oaks, & Van Nuys	3.5	2.1	15.3	78.0	1.1	48.3	51.7	4.5	13.3	24.8	27.5	29.9	22,213	21.7	31.7	25.7	10.7	10.2
North Hollywood, Toluca Lake & Studio City	4.2	2.0	19.7	72.8	1.2	48.7	51.3	5.0	12.2	25.2	27.8	29.8	21,838	24.4	32.0	25.4	9.9	8.3
TOTAL EASTERN VALLEY AREA	5.7	1.9	15.3	76.0	1.1	47.7	52.3	5.8	12.5	24.0	28.6	29.1	23,120	21.7	33.3	25.5	10.3	9.2
ENROLLMENT CHARACTERISTICS OF AREA	7.9	5.1	13.1	69.1	4.8	45.1	54.9	19.9	27.7	29.0	17.2	6.2						
VALLEY (WESTERN)																		
Calabasas, Hidden Hills, Topanga & Woodland Hills	2.5	1.0	4.3	91.5	0.6	49.8	50.2	7.6	9.2	18.1	38.6	26.4	35,397	10.3	27.3	30.4	15.6	16.4
Canoga Park, Chatsworth, Porter Ranch & Winnetka	4.9	1.4	10.8	82.1	0.9	49.7	50.3	8.4	12.9	21.9	35.8	21.0	28,672	18.9	33.9	27.0	10.3	9.9
Encino, Northridge, Reseda & Tarzana	4.1	1.6	9.8	83.6	1.0	48.9	51.1	7.4	14.1	22.3	31.3	24.8	29,615	16.9	32.6	27.6	11.4	11.5
TOTAL WESTERN VALLEY AREA	4.1	1.4	9.2	84.5	0.9	49.3	50.7	7.8	12.6	21.3	34.3	24.0	31,142	16.4	32.0	27.9	11.9	11.8
ENROLLMENT CHARACTERISTICS OF AREA	8.7	2.9	11.2	73.6	3.6	47.0	53.0	27.0	31.2	22.3	14.8	4.6						

TABLE 1 (continued)

COMMUNITY DEMOGRAPHIC CHARACTERISTICS, 1980 CENSUS[1], BY AREAS AND COMMUNITIES
WITH COMPARISONS TO FALL 1983 ENROLLMENT CHARACTERISTICS

GEOGRAPHIC AREA/COMMUNITY	1980 CENSUS POPULATION PERCENTAGES BY ETHNICITY					GENDER		AGE[2]					MEDIAN INCOME	YEARS OF EDUCATION[3]				
	ASIAN	BLACK	HISPANIC	WHITE	OTHER	MALE	FEMALE	17-19	20-24	25-34	35-54	55+		<12	12	13-15	16	>16
WESTERN																		
Beverly Hills	3.5	0.1	6.0	89.8	0.6	44.2	55.8	7.5	9.7	20.9	36.1	25.8	27,265	--	--	--	--	--[4]
Los Angeles (Barrington, Pacific Palisades & Westwood Village	4.5	1.4	3.7	89.4	0.1	47.0	53.0	8.6	13.7	19.2	28.9	0.6	43,312	6.6	19.0	29.9	19.0	25.5
Los Angeles (Century City, Palms, Preuss Rancho Park & West L.A.)	6.3	29.5	10.4	52.3	1.5	46.3	53.7	3.9	13.3	28.7	23.3	30.8	23,062	18.2	25.5	25.7	14.0	16.6
Los Angeles (Crenshaw, West Adams & Windsor Hills)	4.9	81.9	6.6	5.9	0.7	45.6	54.4	6.8	10.2	23.2	32.2	27.5	18,282	13.8	61.9	15.7	3.9	4.7
Los Angeles (Culver City, Mar Vista, Marina del Rey, Playa del Rey, Venice & Westchester)	5.9	4.3	17.4	71.1	1.3	49.6	50.4	5.8	12.5	26.9	29.5	25.3	24,329	19.7	28.8	25.4	12.3	13.8
TOTAL WESTERN	5.5	27.9	10.0	55.5	1.2	47.5	52.5	6.1	12.4	25.0	28.6	27.9	24,329	15.3	36.8	23.2	11.0	13.7
ENROLLMENT CHARACTERISTICS OF AREA	7.2	55.0	7.0	26.7	4.0	42.4	57.6	18.4	25.7	30.9	20.2	4.8						
DISTRICT NUMBER	315775	662639	1353387	1955739	46604	2063098	2167277	227672	431894	769695	928286	826900	23,120	1026655	958772	657477	248664	251993
DISTRICT PERCENTAGES	7.3	15.3	31.2	45.1	1.1	48.8	51.2	7.1	13.6	24.2	29.1	26.0		32.7	30.5	20.9	7.9	8.0
DISTRICT ENROLLMENT PERCENTAGES	12.5	23.2	23.0	37.8	3.5	47.0	53.0	19.3	30.9	28.7	17.1	3.9						

[4] Data not available.

Attendance Patterns

Table 2: Percentage Enrollment by College and Participation Rates by Areas and Communities, Fall 1983

Description:

Table 2 provides information about enrollment in District colleges from the population in each of the service areas described in Table 1. A participation rate has been calculated by dividing Fall 1983 enrollment by 1980 census population. The percentage of enrollment attending each college from each community cluster is summarized by services areas and for the District. In Fall 1983, students residing within the District were 92% of total enrollment.

Discussion:

District population is projected to increase at an annual rate of 1.02%, somewhat higher than the .72% rate for Los Angeles County (Southern California Association of Governments, Fall 1983). Projected increases are not yet sufficient to change participation rates appreciably; these rates fell from 2.9% in Fall 1982 to 2.5% in Fall 1983. The decline reflects the overall 12% enrollment drop, as well as substantial outmigration of District residents attending colleges in neighboring districts under new free-flow conditions. In Spring 1983, the netoutflow (outgoing less incoming students) was 20,614 students.

Variation in participation rates reflects outmigration patterns. The Western area had an overall rate of 1.7%, down from 2.1% in Fall 1982. In the most populous cluster of communities located next to Santa Monica, however, the rate was .9%, down from 1.2% in Fall 1982. Burbank, next to Glendale, had a participation rate of 1.7% compared to 3.8% for other Valley areas. Alondra, Carson and Gardena, adjacent to El Camino, had an average rate of 1.2% compared to 2.4% for the entire Southwest service area.

Colleges at a distance from competing institutions, with unique and/or comprehensive programs and facilities, drew larger proportions of enrollment from their own or other service areas. In the Valley, Harbor and Eastern areas, from 77% to 94% of resident students attended the local District college. In contrast, City and Trade-Tech, both with many specialized programs and centrally located, attracted students from all central service areas. Residents from Mission's service area frequently chose to enroll at Pierce or Valley, which have more comprehensive programs and campus facilities than Mission, the newest and smallest college in the District which is without a permanent campus site.

TABLE 2

PERCENTAGE ENROLLMENT BY COLLEGE AND PARTICIPATION RATES BY AREAS AND COMMUNITIES, FALL 1983

GEOGRAPHIC AREA/COMMUNITY	Fall 1983[1] Enrollment	Percentage Enrollment by College									1980 Census[2] Population	Participation Rate[3] %
		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC		
EASTERN												
Alhambra & San Gabriel	2,201	85.0	3.1	0.1	0.1	0.1	0.0	11.0	0.3	0.2	113,125	1.9
Bell, Bell Gardens, Cudahy, Huntington Park, Maywood, South Gate & Walnut Park	2,483	66.1	6.5	1.1	0.0	0.1	0.6	24.5	0.2	0.7	245,014	1.0
Los Angeles (Boyle Heights, City Terrace, Commerce, East L.A., El Serreno, Hazard, Lincoln Heights, Lugo & Vernon)	6,858	76.9	8.2	0.1	0.0	0.1	0.3	13.8	0.2	0.3	280,467	2.4
Monterey Park, Rosemead & Montebello	4,475	89.0	2.4	0.1	0.0	0.1	0.0	7.8	0.2	0.3	169,714	2.6
TOTAL EASTERN AREA	16,017	79.7	5.6	0.3	0.0	0.1	0.3	13.4	0.2	0.4	808,320	2.0
HARBOR												
Carson, Long Beach, Wilmington & Torrance	3,839	0.7	0.6	91.6	0.0	0.2	1.8	4.3	0.0	0.9	210,368	1.8
Harbor City, Lomita & San Pedro	3,581	0.2	0.3	97.0	0.0	0.0	0.2	1.6	0.0	0.7	117,100	3.1
Palos Verdes Peninsula	1,548	0.1	0.5	95.2	0.0	0.1	0.1	0.6	0.1	3.4	62,851	2.5
TOTAL HARBOR AREA	8,968	0.4	0.4	94.4	0.0	0.1	0.8	2.6	0.0	1.2	390,319	2.3
NORTH CENTRAL												
Los Angeles (Briggs, Oakwood, Wilcox & Wilshire La Brea)	4,626	2.5	73.7	0.0	0.1	0.9	0.4	12.9	5.7	3.8	188,221	2.5
Los Angeles (Cole, Hollywood, Los Feliz & West Hollywood)	3,604	1.3	67.1	0.1	0.3	2.1	0.3	7.9	18.3	2.6	149,404	2.4
Los Angeles (Downtown & Edendale)	3,704	6.3	72.8	0.1	0.1	0.5	0.2	17.0	2.2	0.7	122,147	3.3
Los Angeles (Eagle Rock, Glassell Park, Griffith & Highland Park)	1,931	21.0	43.8	0.2	0.2	1.9	0.5	24.5	6.5	1.3	134,803	1.4
TOTAL NORTH CENTRAL AREA	13,865	5.8	67.6	0.1	0.2	1.3	0.3	14.3	8.2	2.3	594,575	2.3

[1]Source: Fall 1983 Student Data File, LACCD. Table 2 does not include ITV, students from outside the District, or those not reporting zipcodes.

[2]Source: 1980 Census Data from PL-171 Population Counts, Southern California Association of Governments, August 24, 1982.

[3]Participation rate percentages were computed by dividing enrollment from geographic areas/communities by its corresponding population.

TABLE 2 (continued)

PERCENTAGE ENROLLMENT BY COLLEGE AND PARTICIPATION RATES BY AREAS AND COMMUNITIES, FALL 1983

GEOGRAPHIC AREA/COMMUNITY	Fall 1983[1] Enrollment	Percentage Enrollment by College									1980 Census[2] Population	Participation Rate[3] %
		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC		
NORTHERN												
Arleta, Pacoima & Sun Valley	2,778	0.5	1.4	0.0	25.3	10.5	0.0	2.2	59.9	0.2	99,048	2.8
San Fernando (Maclay, Mission Hills, Norwood Center & Sepulveda)	1,951	0.4	0.7	0.0	20.3	36.2	0.0	1.5	39.9	1.0	53,319	3.7
San Fernando (Granada Hills, Lakeview Terrace, North Hills & Sylmar)	4,181	0.5	0.5	0.0	40.9	27.2	0.0	1.5	29.1	0.4	125,488	3.3
Sunland & Tujunga	670	1.3	1.9	0.1	12.7	9.7	0.0	6.7	66.9	0.6	38,483	1.7
TOTAL NORTHERN AREA	9,580	0.6	0.9	0.0	30.2	23.0	0.0	2.0	42.9	0.5	316,338	3.0
SOUTH CENTRAL												
Los Angeles (Cimarron, Pico Heights, Rimpau, Stanford, Waite & Wilshire)	4,643	3.0	56.8	0.2	0.0	0.3	1.5	26.1	1.7	10.4	180,822	2.6
Los Angeles (Dockweiler, Green, Kearny, Vernon & Western)	5,721	4.1	27.6	0.7	0.1	0.7	10.3	44.9	0.9	10.7	219,874	2.6
Los Angeles (Del Valle, Downtown, Flint, Foy, Market & Metropolitan)	651	7.7	51.9	0.2	0.0	0.2	0.6	36.3	1.5	1.7	52,392	1.2
TOTAL SOUTH CENTRAL AREA	11,015	3.8	41.3	0.4	0.1	0.5	6.0	36.5	1.3	10.0	453,088	2.4
SOUTHWEST												
Alondra, Carson & Gardena	847	1.7	2.4	46.9	0.0	0.2	25.9	13.7	0.2	9.1	73,516	1.2
Los Angeles (Broadway-Manchester & South L.A.)	1,603	2.7	13.2	3.1	0.1	0.3	44.7	30.8	0.5	4.6	61,645	2.6
Los Angeles (Florence, Watts & Willowbrook)	2,129	9.2	11.1	2.5	0.1	0.3	44.0	29.1	0.6	3.1	112,387	1.9
Los Angeles (Hancock & Wagner)	4,356	1.1	9.3	2.7	0.0	0.6	53.4	22.4	0.7	9.8	117,351	3.7
TOTAL SOUTHWEST AREA	8,935	3.4	9.8	6.9	0.1	0.4	47.0	24.7	0.6	7.2	364,899	2.4

TABLE 2 (continued)

PERCENTAGE ENROLLMENT BY COLLEGE AND PARTICIPATION RATES BY AREAS AND COMMUNITIES, FALL 1983

GEOGRAPHIC AREA/COMMUNITY	Fall 1983[1] Enrollment	Percentage Enrollment by College									1980 Census[2] Population	Participation Rate[3] %
		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC		
VALLEY (EASTERN)												
Burbank	2,140	0.8	2.9	0.0	1.4	8.6	0.0	4.7	81.2	0.2	129,337	1.7
Encino, Panorama City, Sherman Oaks, & Van Nuys	7,865	0.4	1.3	0.0	2.8	23.8	0.0	1.2	69.8	0.7	208,159	3.8
North Hollywood, Toluca Lake & Studio City	5,741	0.5	2.4	0.0	2.1	6.9	0.0	2.2	85.5	0.5	150,191	3.8
TOTAL EASTERN VALLEY AREA	15,746	0.5	1.9	0.0	2.3	15.6	0.0	2.1	77.0	0.5	487,687	3.2
VALLEY (WESTERN)												
Calabasas, Hidden Hills, Topanga & Woodland Hills	3,136	0.4	0.4	0.0	0.6	93.1	0.0	0.5	4.5	0.4	68,005	4.6
Canoga Park, Chatsworth, Porter Ranch & Winnetka	6,757	0.2	0.4	0.0	1.6	92.1	0.0	0.8	4.6	0.3	137,966	4.9
Encino, Northridge, Reseda & Tarzana	6,717	0.4	0.6	0.0	3.7	78.3	0.0	0.8	15.4	0.7	168,788	4.0
TOTAL WESTERN VALLEY AREA	16,610	0.3	0.5	0.0	2.3	86.7	0.0	0.8	8.9	0.5	374,759	4.4
WESTERN												
Beverly Hills	260	1.2	16.2	0.4	0.4	10.0	1.5	5.4	40.4	24.6	24,410	1.1
Los Angeles (Barrington, Pacific Palisades & Westwood Village)	344	1.5	12.2	0.6	0.9	19.8	2.3	9.3	19.2	34.3	94,100	0.4
Los Angeles (Century City, Palms, Preuss, Rancho Park & West L.A.)	1,597	2.4	13.2	0.3	0.3	4.1	0.6	12.7	4.3	62.2	175,210	0.9
Los Angeles (Crenshaw, West Adams & Windsor Hills)	4,396	1.7	17.0	0.9	0.1	0.8	9.3	26.4	0.8	43.1	113,342	3.9
Los Angeles (Culver City, Mar Vista, Marina del Rey, Playa del Rey, Venice & Westchester)	2,495	0.6	3.0	0.8	0.1	1.5	0.6	8.4	1.0	84.0	136,847	1.8
TOTAL WESTERN AREA	9,092	1.5	12.3	0.7	0.1	2.6	4.9	17.8	3.3	56.8	543,909	1.7
DISTRICT	109,828	15.8	13.3	8.4	3.4	17.8	5.0	11.7	17.6	6.9	4,333,894[4]	2.5

[4]District 1980 Census Population indicated is less than the estimate of 4,475,833 reported in the 1980-81 College Annual Reports.

Student and Enrollment Characteristics

Table 3: Ten-Year Trend in District Unduplicated Enrollment by Sex, Fall Semesters 1974-83

Figure 2: District Unduplicated Enrollment by Sex, Fall Semesters 1974-83

Description:

Frequencies and percentages of enrollment by sex are shown in Table 3 for each fall semester, 1974 through 1983; proportions and the direction of change are plotted in Figure 2.

Discussion:

Males were a majority of District enrollment in 1974 and 1975. In 1976, when total enrollment declined 8%, male enrollment dropped 23% while female enrollment rose 13%. The proportion of female enrollment peaked at 55% in 1980, and has declined to 53% in 1983.

The dramatic reversal in the proportions of males and females which occurred in the mid-seventies was probably the result of declining veteran enrollment as well as new educational and employment opportunities for women. The recent small drop in the proportion of women enrolled may be the result of reductions in evening and outreach programs, which are convenient for women with child-care or household responsibilities.

Figure 2: District Unduplicated Enrollment by Sex, Fall Semesters 1974-83

TABLE 3

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY SEX, FALL SEMESTERS 1974-83

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
MALE	67,820	54.8	79,745	59.3	61,434	49.9	60,465	47.3	57,262	46.7	59,375	46.0	60,793	45.9	63,395	46.1	62,883	46.7	55,769	47.0
FEMALE	55,842	45.2	54,727	40.7	61,720	50.1	67,292	52.7	65,463	53.3	69,815	54.0	71,682	54.1	75,138	53.9	71,584	53.3	62,769	53.0
TOTAL	123,662	100.0	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0

NOTE: 1974 through 1983 enrollments do not include ITV. Source of data: Computer Report CCAF130, LACCD Division of Educational Services.

Table 4: Ten-Year Trend in District Unduplicated Enrollment by Ethnic Background, Fall Semesters 1974-83

Figure 3: District Unduplicated Enrollment by Ethnic Backgrouond, Fall Semesters 1974-83

Description:

Table 4 presents the ethnic distribution of District enrollment from Fall 1974 through Fall 1983 by number and percentage. Because students report their ethnic status voluntarily when they register, the number of respondents is somewhat less than total enrollment; both of these totals are given in the table. Percentages for students in each category have been calculated from those students who reported their ethnicity. Figure 3 displays changes in the proportion of each ethnic group over the ten-year period.

Discussion:

White enrollment dropped from a 58% majority in 1974 to a 38% plurality in 1983. This decline was sharpest between 1976 and 1977, and has changed little since. The graph shows a somewhat contrasting pattern for black enrollment, which jumped from 18% to 30% between 1976 and 1977, declining to 23% in 1983. The number of blacks enrolled has increased 60% over the last ten years. Growth in Hispanic enrollment has been generally steady, with an overall increase of 90%; their proportion rose from 16% to 23% during the ten years, currently equalling the proportion of black enrollment. The greatest enrollment increase was among Asians, with a 289% rise in number since 1974. Asians were 13% of Fall 1983 enrollment, compared to 5% in Fall 1974.

Changes in student ethnicity are largely the result of changes in the population. Certainly the widespread immigration of Asians and Hispanics is evident in enrollment patterns, as well as the outmigration of whites. Differences in the participation of each group, as noted in the discussion of Table 1, also reflect variation in values, educational needs or purposes and socio-economic conditions. Looking over the ten-year period, however, the dramatic change is from a predominantly white student body to one that is fully multi-ethnic.

Figure 3: District Unduplicated Enrollment by Ethnic Background, Fall Semesters 1974-83

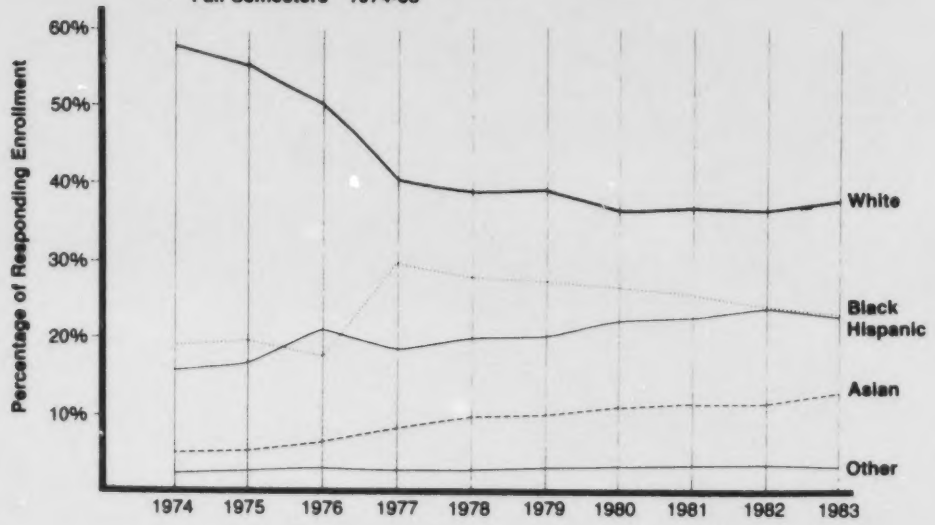

TABLE 4

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY ETHNIC BACKGROUND, FALL SEMESTERS 1974-83

	1974		1975		1976		1977		1978		1979		1980		1981[1]		1982		1983	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BLACK	15,316	19.1	18,862	20.4	11,632	17.6	20,749	30.1	23,105	28.1	26,479	27.4	25,557	26.7	26,851	25.7	27,506	24.3	24,501	23.2
HISPANIC	12,767	15.9	15,317	16.6	14,068	21.3	12,893	18.7	16,527	20.1	19,780	20.5	21,377	22.3	23,745	22.7	27,003	23.9	24,277	23.0
ASIAN	3,992	5.0	5,091	5.5	4,321	6.6	5,891	8.5	8,095	9.8	9,895	10.3	10,649	11.1	12,142	11.6	13,278	11.7	13,152	12.5
WHITE	46,046	57.5	50,911	55.0	33,841	51.3	27,389	39.7	31,995	38.9	37,632	39.0	35,219	36.8	38,216	36.6	41,452	36.6	39,964	37.8
OTHER	1,927	2.4	2,336	2.5	2,091	3.2	2,101	3.0	2,441	3.0	2,705	2.8	2,901	3.0	3,547	3.4	3,976	3.5	3,720	3.5
TOTAL REPORTING	80,048		92,517		65,953		69,023		82,163		96,491		95,703		104,501		113,215		105,614	
TOTAL ENROLLED	123,662		134,472		123,154		127,757		122,725		129,190		132,475		135,508		134,737		118,538	
PERCENT REPORTING		64.7		68.8		53.6		54.0		66.9		74.7		72.2		77.1		84.0		89.1

NOTE: 1974 through 1983 enrollments do not include ITV. Source of data: Computer Report CCAF130, LACCD Division of Educational Services.

[1] Fall 1980 data were substituted at Pierce, Southwest and Valley Colleges because ethnic information was affected by coding changes. Total reporting reflects the enrollment on which the data are based and does not correspond to total enrollment of other tables.

Table 5: Ten-Year Trend in District Unduplicated Enrollment by Age Group, Fall Semesters 1974-83

Figure 4: District Unduplicated Enrollment by Age Group, Fall Semesters 1974-83

Description:

Table 5 reports frequencies and percentages of unduplicated enrollment districtwide by age categories from Fall 1974 through Fall 1983. Figure 4 illustrates changes over the ten-year period for each age group.

Discussion:

The most significant change in the age distribution of enrollment during the past ten years has been the decrease in the proportion of students under 20 years of age and an increase in the proportion of students 20-24 years. The proportion of students under 20 years, the traditional age of community college students, declined from 24% to 19%, while the 20-24 age group increased from 27% to 31%. The proportion of students under 25 years has remained at about 50%. The 25-34 year age group was 27% to 28% throughout the decade, except for a rise to 30% in 1975. The smaller 35-44 year age group varied no more than 2 percentage points during the same period, stabilizing at 12%. The proportion of students 45 years and older grew from 9% in 1974 to 11% in 1981, falling back to 9% in 1983.

The decline in younger students under 20 years reflects a combination of changes: a smaller pool of young adults resulting from decreasing birth rates, particularly among whites; lower high school graduation rates; unsettled educational objectives; and competition among colleges and universities for freshman enrollment. The growth of the 20-24 age group, which may be the new "traditional" community college student, suggests that entering students are more mature and purposive than in the past. Reductions in outreach and evening programs, prompted by budget constraints, may result in further declines in the enrollment of older students.

Figure 4: District Unduplicated Enrollment by Age Group, Fall Semesters 1974-83

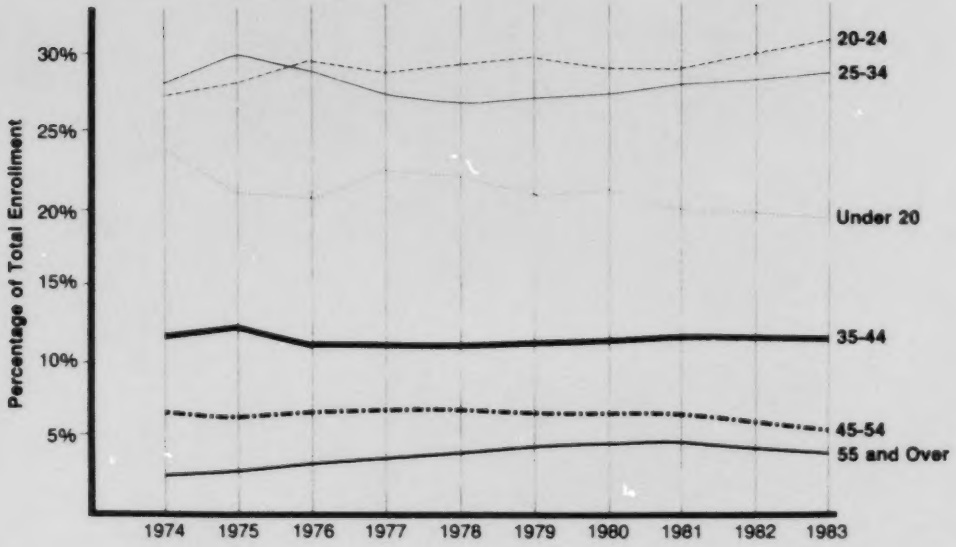

TABLE 5

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY AGE GROUP, FALL SEMESTERS, 1974-83

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Under 20	29,498	23.9	28,213	21.0	25,422	20.6	28,557	22.4	27,011	22.0	26,885	20.8	27,987	21.1	27,420	19.9	26,730	19.8	22,922	19.3
20-24	33,611	27.2	37,636	28.0	36,465	29.6	36,712	28.7	35,958	29.3	38,388	29.7	38,401	29.0	40,010	29.1	40,557	30.1	36,651	30.9
25-34	34,758	28.1	40,125	29.8	35,284	28.7	34,815	27.3	32,746	26.7	34,975	27.1	36,215	27.3	38,540	28.0	38,050	28.2	34,030	28.7
35-44	14,516	11.7	16,584	12.3	13,842	11.2	14,270	11.2	13,805	11.2	14,707	11.4	15,282	11.5	16,159	11.7	15,800	11.7	13,864	11.7
45-54	8,227	6.7	8,314	6.2	8,170	6.6	8,679	6.8	8,247	6.7	8,520	6.6	8,546	6.5	8,945	6.5	7,869	5.9	6,492	5.4
55 & over	3,052	2.5	3,600	2.7	3,971	3.2	4,724	3.7	4,958	4.0	5,715	4.4	6,047	4.6	6,459	4.7	5,731	4.3	4,579	3.9
TOTAL	123,662	100.0	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0

NOTE: 1974 through 1983 enrollments do not include ITV. Source of data: Computer Report, CCAF130, LACCD Division of Educational Services.

Table 6: Ten-Year Trend in District Unduplicated Enrollment by Enrollment Status, Fall Semesters 1974-83

Figure 5: District Unduplicated Enrollment by Enrollment Status, Fall Semesters 1974-83

Description:

Table 6 indicates change in the frequency and percentage of full-and part-time enrollment districtwide from Fall 1974 through Fall 1983. Full-time status requires enrollment in 12 or more units of credit. Figure 5 plots changes in the proportions of full-and part-time students over the decade.

Discussion:

The majority of District enrollment has been of part-time students. Over the last ten years, however, this majority has shifted from two-thirds (66%) to nearly three-quarters (74%) of enrollment. With the exception of 1975, the proportion of part-timers has increased each year from 1974 to 1981, declining slightly in 1982 and again in 1983.

Many college operations are a function of the number of students enrolled rather than the number of units taken. Therefore, expanding part-time enrollment increases operational cost relative to revenue. Funding appropriations are determined on the basis of average daily attendance (ADA), which is equivalent to 15 hours per week. The average weekly student contact hours (WSCH) per student decline as the percentage of part-time students increases. The average load was 10.9 WSCH per student in Fall 1974, compared to 9.5 in Fall 1983.

A number of social and economic changes have contributed toward higher part- than full-time enrollment. Among them are barriers to full-time enrollment: work, child-care and homemaking responsibilities. There are new motives for continuing education: social change, relicensure requirements, the need for job upgrading and the effects on business and industry of new technological developments. Residents enroll in classes in response to the need for social adaptation, personal interest, and the development of leisure skills. At the same time, full-time enrollment is largely dependent upon matriculating high school graduates--their sheer number as well as their perception of gain through enrollment.

Three operational changes have probably contributed to the recent increases in the proportion of full-time students. Many colleges are recruiting matriculating full-time students and providing them with more services such as assessment, placement and advisement; budget cuts have necessitated reductions in evening and outreach programs that are attractive to part-time students; and the State reclassification of avocational or recreational courses as nonreimburseable required the elimination of many courses with typically high part-time enrollment.

Figure 5: District Unduplicated Enrollment by Enrollment Status, Fall Semesters 1974-83

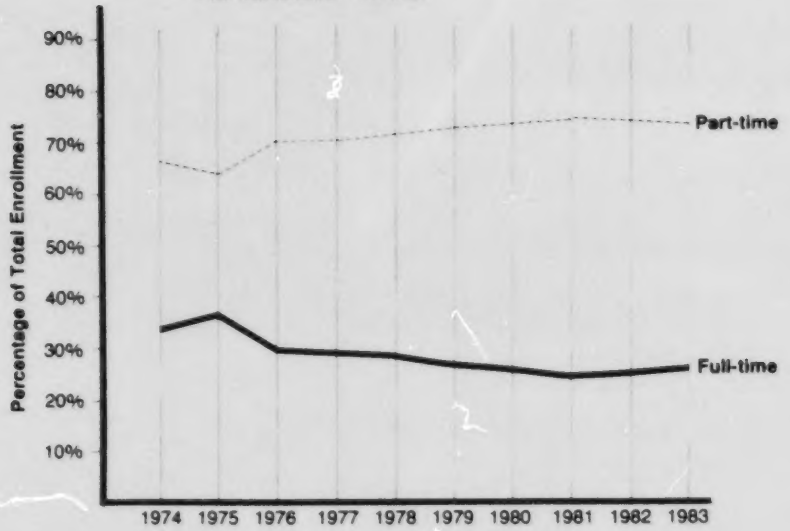

TABLE 6

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY ENROLLMENT STATUS, FALL SEMESTERS 1974-83

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
FULL-TIME	41,643	33.7	48,653	36.1	36,513	29.7	37,575	29.4	34,697	28.3	34,845	27.0	34,642	26.1	34,211	24.9	34,010	25.2	31,123	26.3
PART-TIME	82,019	66.3	85,819	63.9	86,641	70.3	90,182	70.6	88,028	71.7	94,345	73.0	97,833	73.9	103,322	75.1	100,727	74.8	87,415	73.7
TOTAL	123,662	100.0	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0

NOTE: 1974 through 1983 enrollments do not include ITV. Source of data: Computer Report CCAF130, LACCD Division of Educational Services.

Table 7: Ten-Year Trend in District Unduplicated Enrollment by Educational Level, Fall Semesters 1974-83

Figure 6: District Unduplicated Enrollment by Educational Level, Fall Semesters 1974-83

Description:

Table 7 presents the number and percentage of District enrollment from Fall 1974 through Fall 1983 by levels of education. Students with fewer than 30 units of college credit are classified as freshmen; those with 30 units or more as sophomore and above. Some reports (see Table 12) separate the latter category into two groups, designating sophomores as those with 30 to 59 units and those with 60 units or more as "other" students.

Discussion:

Throughout the ten-year period, many more freshmen than sophomores or above enrolled in District colleges, with the ratio varying from 3:1 to 4:1. As the graph illustrates, the lowest proportion of freshmen was 65% in 1979; it has risen steadily since then to a high of 75% in 1983. During this five-year period, the number of freshmen increased 4% while total enrollment fell 8%. The number of freshmen enrolled is influenced by high school graduation rates and other factors affecting the number of entering students, and by the pace and retention of freshmen advancing to sophomore status.

Enrollment trends for sophomores and above are the converse of those for freshmen. Their proportion was highest in 1979 (35%) and lowest in 1983 (25%). The most significant change was for the sophomores within this group. Sophomores were 20% in 1974, increasing to 23% in 1977 but falling steadily over the last five years from 22% in 1979 to 15% in 1983. This persistent drop in sophomore students--37% in the last five years--suggests the need for further analysis of student retention. The decline in sophomores not only has an impact on total enrollment, but on transfer and graduation rates.

Students above sophomore status ("others" or sometimes called "reverse transfers") were 8% of enrollment in Fall 1974, rising to 12% in 1979 through 1981 and declining slightly to 11% in 1982 and 1983. These students typically enroll part-time for continuing occupational or general education purposes. After early gains, their enrollment has remained generally stable.

Figure 6: District Unduplicated Enrollment by Educational Level, Fall Semesters 1974-83

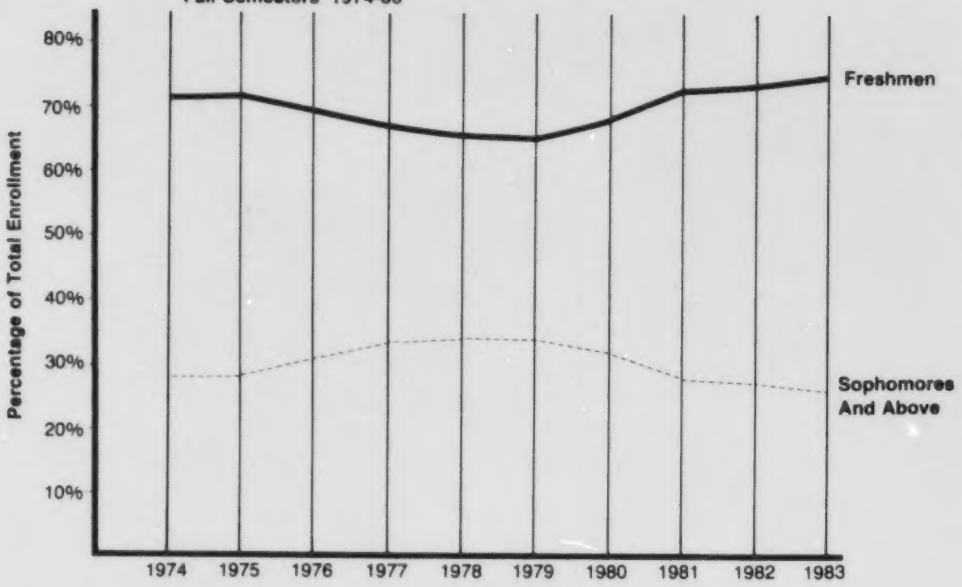

TABLE 7

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY EDUCATIONAL LEVEL, FALL SEMESTERS 1974-83

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
FRESHMEN	88,744	71.8	96,264	71.6	85,019	69.0	84,813	66.4	80,481	65.6	84,535	65.4	90,233	68.1	99,493	72.3	98,367	73.0	88,253	74.5
SOPHOMORES AND ABOVE	34,918	28.2	38,208	28.4	38,135	31.0	42,944	33.6	42,244	34.4	44,655	34.6	42,242	31.9	38,040	27.7	36,370	27.0	30,285	25.5
TOTAL	123,662	100.0	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0

NOTE: 1974 through 1983 enrollments do not include ITV. Source of data: Computer report CCAF130 LACCD Division of Educational Services.

Table 8: Ten-Year Trend in District Unduplicated Enrollment by Day or Evening Status, Fall Semesters 1974-83

Figure 7: District Unduplicated Enrollment by Day or Evening Status, Fall Semesters 1974-83

Description:

Table 8 shows day and evening unduplicated enrollment districtwide by number and percentage for the period 1974 through 1983. Students enrolled in both day and evening courses were designated day students. The proportions of day and evening enrollment each year are graphed in Figure 7.

Discussion:

The relative proportions of day or evening enrollment fluctuated little over the decade. Throughout the ten-year period, a majority of students was enrolled during the day. Day enrollment rose to 62% in 1975, falling to 56% in 1980 and then rising again to 62% in 1983. Changes in the proportions of evening enrollment were the converse of those for day enrollment.

Fluctuations in the number of day and evening students were greater than for their proportions, which reflect changes in total enrollment. Over the ten-year period, the number of day students increased 1% while evening students decreased 11%, accounting for all of the 4% decline in total enrollment. High enrollment years for day students were 1975 and 1982, for evening students 1979, 1980 and 1981. Total enrollment throughout the decade was highest in 1981 and lowest in 1983, a decline of 14%. During this three-year period, day enrollment dropped just 8% compared to an evening decline of 22%. As noted in previous discussions, a contributing factor in the greater loss of evening students was the reduction in evening and outreach programs which was necessitated by fiscal constraints.

Figure 7: District Unduplicated Enrollment by Day or Evening Status, Fall Semesters 1974-83

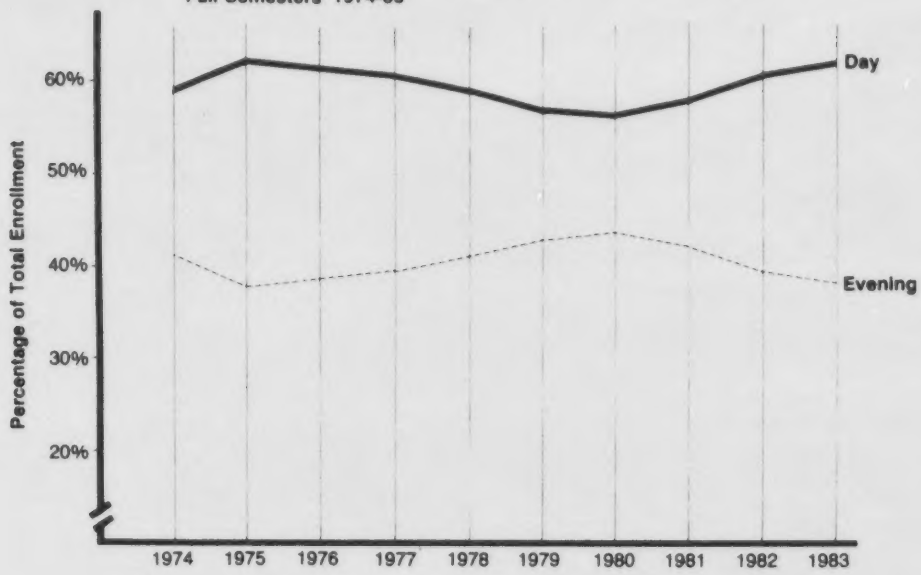

TABLE 8

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY DAY OR EVENING STATUS, FALL SEMESTERS 1974-83

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
DAY STUDENTS	72,799	58.9	83,351	62.0	75,501	61.3	77,196	60.4	72,477	59.1	73,720	57.1	74,611	56.3	79,563	57.9	81,835	60.7	73,336	61.9
EVENING STUDENTS	50,863	41.1	51,121	38.0	47,653	38.7	50,561	39.6	50,248	40.9	55,470	42.9	57,864	43.7	57,970	42.1	52,902	39.3	45,202	38.1
TOTALS	123,552	100.0	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0

NOTE: 1974 through 1983 enrollments do not include ITV. Source of data: Computer Report CCAF 130, LACCD Division of Educational Services. Students enrolled in both day and evening were counted as day.

Table 9: Ten-Year Trend in District Unduplicated Enrollment by First-Time or Continuing Status, Fall Semesters 1974-83

Figure 8: District Unduplicated Enrollment by First-Time or Continuing Status, Fall Semesters 1974-83

Description:

Table 9 gives the frequencies and proportions of first-time and continuing students enrolled in fall semesters 1974 through 1983. First-time students include new and transfer students who enroll for the first time at a particular college. Continuing students include all those who enrolled at any time prior to the current semester. Figure 8 illustrates the changes in proportion of first-time and continuing students over the ten years.

Discussion:

During the ten-year period, continuing students typically outnumbered first-time students by a ratio of 2:1. Between 1982 and 1983, however, a 12% drop in total enrollment was accompanied by a shift in this ratio to 5:2. The number of first-time students declined 27% compared to a 5% loss in continuing students. Three-fourths of the total drop in enrollment were of first-time students. The six percentage point difference in the proportions of first-time or continuing enrollment was the greatest change in the characteristics of students between 1982 and 1983; no other characteristic changed more than one percentage point.

Clearly fewer students are entering District colleges for the first-time. But the shift in first-time or continuing status contrasts surprisingly with trends in educational levels (see discussion of Table 7), in which the ratio of freshmen to sophomores has increased steadily for several years. This suggests that many students are remaining freshmen longer, continuing but not advancing to sophomore status.

A number of factors may have influenced the drop in first-time students: confusion over tuition in Fall 1983, assorted new fee requirements, the implementation of assessment and placement programs, higher standards for probation and reductions in evening or outreach programs which appeal to the special interests of first-time, part-time students.

Further examination of and attention to this recent trend will be important to the restoration of enrollment and of entering students that form the basis for subsequent, continuing enrollment.

Figure 8: District Unduplicated Enrollment by First-Time or Continuing Status, Fall Semesters 1974-83

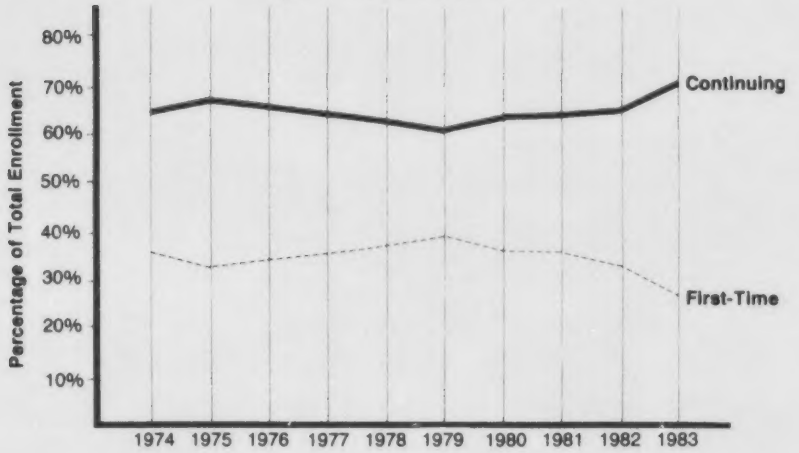

TABLE 9

TEN-YEAR TREND IN DISTRICT UNDUPLICATED ENROLLMENT BY FIRST-TIME OR CONTINUING STATUS, FALL SEMESTERS 1974-83

	1974		1975		1976		1977		1978		1979		1980		1981		1982		1983	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
FIRST-TIME	44,452	35.9	43,715	32.5	42,429	34.5	45,573	35.7	45,780	37.3	50,847	39.4	48,223	36.4	49,726	36.2	45,865	34.0	33,644	28.4
CONTINUING[1]	79,210	64.1	90,757	67.5	80,725	65.5	82,184	64.3	76,945	62.7	78,343	60.6	84,252	63.6	87,807	63.8	88,872	66.0	84,894	71.6
TOTAL	123,662	100.0	134,472	100.0	123,154	100.0	127,757	100.0	122,725	100.0	129,190	100.0	132,475	100.0	137,533	100.0	134,737	100.0	118,538	100.0

NOTE: 1974 through 1983 enrollments do not include ITV. Source of data: Computer report D4210 LACCD Division of Educational Services.

[1]This category includes both continuing and returning students.

Table 10: Ten-Year Trend in College and District Unduplicated Enrollment, Fall Semesters 1974-83

Figure 9: District Unduplicated Enrollment, Fall Semesters 1974-83

Description:

Total enrollment for each college and for the District is reported for the fall semesters 1974 through 1983. Percentage changes in enrollment for each year and for the ten-year period are also given. Figure 9 plots the variation in districtwide enrollment throughout the period.

Discussion:

District enrollment increased from 1974 to 1975, then dropped substantially in 1976. For the three years following 1976, enrollment remained close to 125,000. From 1979 to 1981, enrollment climbed steadily to 137,533, the maximum for the decade. Since 1981, enrollment dropped 2% in 1982 and 12% in 1983. The 1982-83 decline was the greatest annual percentage change in enrollment during the ten-year period.

The newest colleges in the District, Mission, Southwest and West, showed strong growth over the decade. Established colleges either maintained or dropped in enrollment. Between 1982 and 1983, enrollment at all colleges declined.

Over the ten-year period, several factors external to the District influenced enrollment trends. Some of these were widespread national trends, such as the rise and subsequent decline in veteran enrollment and the increase in the enrollment of women and minorities. There has also been a substantial rise in the determination of policies and funding at the State level, beginning with the 5% cap on enrollment growth in 1975 and following with the passage of Proposition 13 and a shift from local to state funding. The State's reclassification of certain courses as non-reimburseable largely explains the 2% decline in 1982. Fiscally-driven reductions in offerings, student confusion regarding the much-debated tuition and the imposition of a variety of new fees contributed to the 1983 decline. Other conditions within the District have had variable effects on college enrollment. These include demographic shifts; changes in academic requirements such as those relating to assessment and placement, probation and general education; and changes in the demand for certain types of curricula.

Figure 9: District Unduplicated Enrollment, Fall Semesters 1974-83

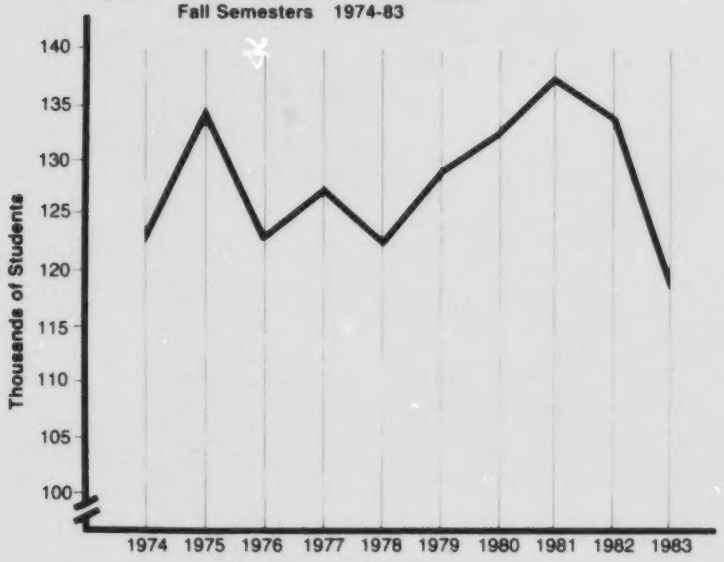

TABLE 10

TEN-YEAR TREND IN COLLEGE AND DISTRICT UNDUPLICATED ENROLLMENT, FALL SEMESTERS 1974-83

	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	% CHANGE 1974-83	% CHANGE 1982-83
CITY	23,514	23,904	19,727	19,535	18,776	18,701	20,174	20,492	20,169	17,568	-25.3	-12.9
EAST	16,833	18,544	16,571	15,763	14,998	16,026	16,671	17,772	17,709	15,779	- 6.3	-10.9
HARBOR	10,736	11,037	10,908	11,812	11,357	11,681	11,762	12,541	11,786	9,977	- 7.1	-15.3
MISSION	-	2,000	2,390	3,060	2,678	3,025	3,233	4,023	4,589	3,855	+92.8	-16.0
PIERCE	21,206	23,798	22,185	22,654	21,700	22,852	23,072	23,770	23,721	21,260	+ 0.3	-10.4
SOUTHWEST	4,655	5,301	6,050	7,119	6,068	7,450	6,996	8,049	7,165	6,246	+34.2	-12.8
TRADE	18,155	17,828	16,435	17,306	15,695	15,993	16,457	17,130	16,415	14,848	-18.2	- 9.5
VALLEY	21,323	24,167	21,405	21,796	21,412	22,055	22,470	22,671	22,358	20,084	- 5.8	-10.2
WEST	7,240	7,893	7,483	8,712	10,041	11,407	11,640	11,085	10,825	8,921	+23.2	-17.6
DISTRICT	123,662	134,472	123,154	127,757	122,725	129,190	132,475	137,533	134,737	118,538	- 4.1	-12.0
PERCENTAGE CHANGE FROM YEAR TO YEAR	+15.1	+8.7	-8.4	+3.7	-3.9	+5.3	+2.5	+3.8	-2.0	-12.0		

1 Source: ENROLLMENT AND ATTENDANCE Reports for 1973 through 1982, LACCD Division of Educational Services. Data for 1983 were from computer report CCAF130

NOTE: 1974 through 1983 enrollments do not include ITV.

* Percentage Change for Mission is from 1975 to 1983

Table 11: Ten-Year Trend in Unduplicated Enrollment in California Community Colleges, Fall Semesters 1974-83

Figure 10: Unduplicated Enrollment in California Community Colleges, Fall Semesters 1974-83

Description:

Table 11 reports enrollment by number and the annual percentage change for all California community colleges from 1974 through 1983. Enrollment for each year is graphically illustrated in Figure 10.

Discussion:

Enrollment in California's community colleges increased 26% from 1974 to 1975, fluctuated from 1976 to 1979, and increased 22% to a high of almost one and a half million in 1981. Enrollment subsequently dropped 5% in 1982 and nearly 11% in 1983.

The statewide enrollment pattern provides a context for comparing District trends, shown in Table 10 and Figure 9. District enrollment accounted for 11% of statewide enrollment in 1974, dropped to 10% in 1975, and except for 1978, has remained at 10% through 1983.

The congruence of districtwide enrollment trends with those of the State indicates that the variations are a function of environmental change and State or Federal policies. Environmental forces include changing economic conditions and job opportunities, the improved status of minorities and women and demographic shifts within the population. Federal policies that have affected enrollment include those related to veterans' benefits, immigration flow, financial aid and allocations for categorical grants. Major changes, however, appear to have been the result of State policies regarding limits to enrollment growth, course classifications and the eligibility of courses for enrollment funding, and overall reductions in fiscal support for community colleges.

Figure 10: Unduplicated Enrollment in California Community Colleges, Fall Semesters 1974-83

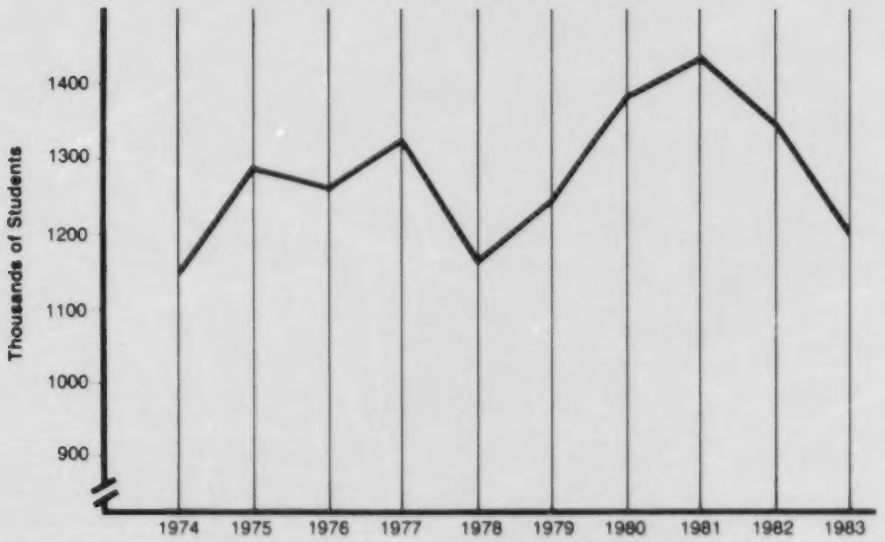

TABLE 11

TEN-YEAR TREND IN UNDUPLICATED ENROLLMENT IN CALIFORNIA COMMUNITY COLLEGES, FALL SEMESTERS 1974-83

	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
Enrollment	1,136,478	1,284,824	1,255,676	1,321,739	1,159,819	1,243,556	1,380,726	1,429,936	1,344,119	1,199,269
Percentage Change	+12.6	+13.1	-2.3	+5.3	-12.3	+7.2	+11.0	+3.6	-6.0	-10.8

[1]Source: Total and Full-Time Enrollment California Institutions of Higher education Fall 1983, Department of Finance, Sacramento, California, August 1984. Enrollment for Fall 1982 was updated by the Department of Finance and therefore, is not the same as reported in the 1982-83 Annual Report.

Table 12: Fall 1983 District Student and Enrollment Characteristics by College, in Percentages

Description:

Table 12 presents a summary of the personal and enrollment characteristics of students enrolled at each college and districtwide in Fall 1983; the number enrolled is also given. The personal characteristics shown are age, ethnicity and gender; enrollment characteristics include educational level and attendance status as a first-time or continuing, part-time or full-time, day or evening student. Except for ethnicity and age, incidence in each category is reported as a percentage of total enrollment, given in the lower right column of the table. Percentages in ethnic categories are taken from the number of students voluntarily reporting their status at the time of registration, and are based on from 54% to 89% of college enrollment totals (see Table 4).

Discussion:

Tables 3 through 9 presented ten-year trends in the personal and enrollment characteristics summarized in Table 12 for Fall 1983. The within-category variations among the nine colleges illustrate the distinct and heterogeneous nature of each college's student population.

Variations within the age categories indicate that Pierce, East and Harbor had the highest proportions of student under 25 years, while Mission enrolled the highest proportions of students in the older age categories. Almost half (45%) of Mission's students were over 34 years, compared to 21% for the District average.

Colleges differed markedly in the ethnic distributions of their students; in some colleges, students of one ethnic group constituted a majority, while in others no group predominated. Sixty-three percent of students at East were Hispanic; whites were 66% of Valley's students and 73% of students attending Pierce. Blacks, who were 96% of Southwest students, made up about half of enrollments at West (52%) and Trade-Tech (46%). Asians were most concentrated at City (23%) and East (18%).

More than 60% of enrollment at Mission, Southwest and West was female; only Trade-Tech enrolled a majority (63%) of males.

The size and maturity of a college appear to influence student and enrollment characteristics. Newer, smaller colleges such as Mission, Southwest and West tended to draw students who were more often than average older or female; first-time, part-time and evening enrollment was typically above-average in these colleges.

Between 1982 and 1983, the greatest change in student and enrollment characteristics was a six percentage point drop in first-time enrollment (see the discussion of Table 9). This decline was greatest for Trade-Tech (15pp) and Mission (14pp); both Pierce and Valley remained within two percentage points of Fall 1982 first-time proportions.

TABLE 12

FALL 1983[1] DISTRICT STUDENT AND ENROLLMENT CHARACTERISTICS BY COLLEGE, IN PERCENTAGES

College	Age Categories			Ethnicity Categories[2]					Gender		Education		
	Under 25	25-34	Over 34	Asian	Black	Hispanic	White	Other	Female	Male	Freshman	Sophomore	Other
ELAC	56	28	16	18	4	63	12	3	53	47	68	21	11
LACC	46	35	20	23	28	24	21	4	52	48	76	14	11
LAHC	56	23	21	15	15	18	48	4	55	45	74	16	10
LAMC	28	26	45	5	10	36	46	3	68	32	75	11	14
LAPC	60	23	17	8	4	12	73	3	51	49	75	14	10
LASC	47	30	23	1	96	1	1	1	68	32	78	17	5
LATTC	45	34	21	12	46	25	14	3	37	63	85	10	5
LAVC	49	29	22	8	7	15	66	4	56	44	72	15	13
WLAC	43	30	27	8	52	7	30	3	61	39	67	17	16
DISTRICT	50	29	21	12	23	23	38	4	53	47	74	15	11

College	Enrollment Status		Unit Status		Class Time		Total
	First-Time	Continuing	Part-Time	Full-Time	Day[3]	Evening	Number
ELAC	24	76	74	26	68	32	15779
LACC	28	72	68	32	68	32	17568
LAHC	28	72	71	29	64	36	9977
LAMC	33	67	91	9	50	50	3855
LAPC	30	70	72	28	66	34	21260
LASC	35	65	76	24	57	43	6246
LATTC	23	77	70	30	58	42	14848
LAVC	29	71	78	22	56	44	20084
WLAC	35	65	80	20	55	45	8921
DISTRICT	28	72	74	26	62	38	118538

[1]Source: CCAF 130 and CCAF 131 Reports and Census Class Enrollment Reports, LACCD Division of Educational Services.
[2]The number reporting ethnicity (105,255) and age (116,798) were less than that of total enrollment.
[3]Students enrolled in both day and evening classes were counted as day students. Therefore, the number of day students is inflated.

Table 13: Spring 1984 District Student and Enrollment Characteristics by College, in Percentages

Description:

Table 13 provides information about Spring 1984 student and enrollment characteristics in categories identical to those presented in Table 12. The table affords a comparison between the two semesters of the 1983-84 academic year.

Discussion:

The percentages for all student and enrollment characteristics differed no more than two percentage points between Fall 1983 and Spring 1984, except for first-time and continuing enrollment proportions. In Fall 1983, a 12% drop in total enrollment was accompanied by a 27% drop in first-time students. This reduced the pool of students continuing in the spring semester. The number and proportion of continuing students typically rise from fall to spring semesters, as entering students in the fall re-enroll in the spring. In Spring 1983, for example, the proportion of continuing students was 78% compared to 66% in Fall 1982. In Spring 1984, however, colleges recruited new students to compensate for declining first-time enrollment the previous fall semester. With a 14% overall drop in enrollment from Spring 1982, the number of first-time students enrolling in Spring 1983 gained 25% while the number of continuing students declined by the same percentage. The proportion of first-time students went up from 28% in Fall 1983 to 32% in Spring 1984, with gains of 12 percentage points at Mission, 7 at East and 6 at Trade-Tech. The proportion of first-time students in Spring 1984 was 10 percentage points higher than in Spring 1983.

Compromise legislation which provided additional funding for California community colleges in the spring helped to increase course offerings and student services that enabled colleges to attract new students. A smaller entering class in the fall, however, reduced the number of continuing students, resulting in a further decline in total enrollment.

TABLE 13

SPRING 1984[1] DISTRICT STUDENT AND ENROLLMENT CHARACTERISTICS BY COLLEGE, IN PERCENTAGES

College	Age Categories			Ethnicity Categories[2]					Gender		Education		
	Under 25	25-34	Over 34	Asian	Black	Hispanic	White	Other	Female	Male	Freshman	Sophomore	Other
ELAC	55	28	17	18	5	64	12	2	53	47	70	19	11
LACC	45	35	20	23	27	25	22	3	50	50	75	14	11
LAHC	56	23	21	15	15	18	50	2	55	45	73	16	11
LAMC	27	26	47	4	10	35	50	2	68	32	74	12	15
LAPC	60	23	17	8	4	12	74	2	51	49	74	15	11
LASC	44	32	24	1	96	2	1	1	68	32	80	16	5
LATTC	43	34	23	11	44	28	14	3	37	63	84	10	6
LAVC	49	29	22	9	6	15	68	2	55	45	72	15	13
WLAC	40	31	29	7	52	6	34	1	61	39	66	17	17
DISTRICT	49	29	22	12	22	24	40	2	53	47	74	15	11

College	Enrollment Status		Unit Status		Class Time		Total
	First-Time	Continuing	Part-Time	Full-Time	Day[3]	Evening	Number
ELAC	31	69	74	26	68	32	14269
LACC	29	71	70	30	67	33	15980
LAHC	32	68	73	27	63	37	8996
LAMC	45	55	92	8	50	50	4055
LAPC	28	72	72	28	68	32	19015
LASC	35	65	78	22	56	44	5181
LATTC	29	71	70	30	58	42	13833
LAVC	32	68	79	21	55	45	18608
WLAC	35	65	81	19	54	46	8230
DISTRICT	32	68	75	25	61	39	108167

[1]Sources: CCAF 130 and CCAF 131 Reports, Census Class Enrollment Reports and the HEGIS Report, LACCD Division of Educational Services.
[2]Individuals reporting ethnicity (104,734) and age (105,190) were less than that of total enrollment.
[3]Students enrolled in both day and evening classes were counted as day students.

Table 14: Fall 1983 District Student Educational Goals by College, in Percentages

Description:

This table is being included for the first time in this year's Annual Report. While students have been polled regarding their educational goals for several years now using a separate form, questions have recently been incorporated on a revised registration form, increasing response rates substantially and providing more reliable data than in the past. Goal categories include three levels of vocational and two of transfer interests, general education, undecided or other objectives. Each category is discrete; a student must decide which objective is most important or accurate, even though he or she may be pursuing more than one goal, e.g. transfer and vocational. Subtotals are given in the table for both transfer and vocational categories.

Discussion:

In Fall 1983, a third of District students reported their intention to transfer to a four-year college or university. Of these, 71% expected to complete an associate degree before transferring.

Nearly as many students reported vocational as transfer objectives. Of the 31% declaring vocational goals, over half (53%) were seeking to acquire job skills; among the remainder, slightly fewer students intended to complete certificate than associate degree programs.

A fairly large group of students, 21%, was undecided regarding their educational goals. Completing a general education associate degree or pursuing some other objective were each selected by 8% of respondents.

Responses varied considerably among colleges. Transfer goals were most frequent at Pierce (45%) and Harbor (41%), while vocational goals among Trade-Tech students were more than twice the District average--69% compared to 31%. Undecided responses were most common at City (43%) and Southwest (40%), with proportions about twice the average. Mission students more often than others opted for the "other" goal response, at 18% compared to the 8% average.

Variation in transfer and vocational objectives among colleges was generally consistent with differences in curricular emphases. At Trade-Tech, for example, 61% of duplicated enrollment was in occupational courses, while at Pierce and Valley 90% of enrollment was in transfer-level courses (See Tables 15 and 20). Harbor, ranking second in the proportion of students intending to transfer, showed a slight increase in the number of students transferring in Fall 1983 (see Table 24).

TABLE 14

FALL 1983 DISTRICT STUDENT EDUCATIONAL GOALS BY COLLEGE, IN PERCENTAGES[1]

Goal Categories	LACC	ELAC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL RESPONSES	% OF TOTAL RESPONSES
Job Skills	10.8	14.9	10.3	17.9	12.2	10.0	41.4	12.5	17.6	18,910	16.2
Vocational Certificate	3.7	7.8	5.2	9.8	3.2	5.7	12.8	5.0	9.5	7,438	6.4
Vocational Associate Degree	5.6	7.0	10.4	4.0	8.3	6.4	14.3	5.4	8.0	9,160	7.9
SUBTOTAL FOR VOCATIONAL GOALS	20.1	29.7	25.9	31.7	23.7	22.1	68.5	22.9	35.1		30.5
Transfer to a University with Associate Degree	21.4	31.1	27.0	16.0	28.1	19.3	12.4	22.5	23.8	27,211	23.3
Transfer to a University without Associate Degree	6.7	8.6	13.9	5.1	16.8	5.6	1.9	10.1	11.5	11,149	9.6
SUBTOTAL FOR TRANSFER GOALS	28.1	39.7	40.9	21.1	44.9	24.9	14.3	32.6	35.3		32.9
General Education Associate Degree	4.5	9.8	9.0	6.9	19.3	8.8	9.7	7.4	7.1	9,227	7.9
Undecided	42.7	13.0	16.1	22.2	13.9	40.1	5.1	27.6	13.1	24,667	21.2
Other	4.5	7.8	9.1	17.9	9.1	4.3	2.4	9.4	8.9	8,775	7.5
TOTAL RESPONSES	17,197	15,219	9,537	3,935	21,310	6,284	13,979	20,140	8,936	116,537	

[1]Source: Student Data Tape, Fall 1983

Instructional Programs

Table 15: Duplicated Course Enrollment by Major Discipline and College, Fall 1983

Description:

Fall 1983 duplicated enrollment in major disciplines for each college and districtwide is presented in Table 15. The 23 disciplines are listed by their State of California Taxonomy of Programs (TOP) codes; courses within each discipline are categorized by the intent of the course. Courses which are accepted by the University of California (UC) or California State University (CSU) systems for baccalaureate credit are counted in the "B" category, occupational courses not intended for transfer in the "O" category and basic skills courses in the prerequisite or developmental "PD" category. Percentages are presented for proportions of enrollment in each category by discipline, college and districtwide.

The following example illustrates the application of measures used in the table. Only Pierce showed enrollment in Agriculture and Natural Resources, the first major discipline in the table. Pierce thus accounted for 100% of the districtwide enrollment in the discipline. Of total enrollment, 69% was in courses designated transferable or B, 31% in occupational courses designated O, and none in developmental or PD courses.

Discussion:

Ten major disciplines accounted for 81% of all duplicated enrollment; these follow nearly the same rank order as in 1982: education (including physical education and health), business and management, letters (including English), social sciences, fine and applied arts, engineering, mathematics, computer science, psychology and physical sciences. While all these disciplines had less enrollment than in 1982, following the overall 12% decline, decreases were highest for education (-22%) and the arts (-19%), and lowest for letters (-4%) and mathematics (-2%).

The proportion of B courses was highest in education, foreign languages and social sciences (all 100%), physical sciences (99%), biological sciences and computer science (both 97%), architecture (93%) and public affairs and services (91%); duplicated enrollment in B courses averaged 81% of the total. Most of these disciplines are in the general and liberal arts areas, several also have vocational utility: computer science, architecture and public affairs. In the large business and management discipline group, 83% of course enrollment is in transferable courses. Within major disciplines, there is an overlap between transfer and direct occupational application.

Disciplines with the highest O course enrollment were apprenticeship (100%), health professions (50%), engineering (43%) and mathematics (39%). Mathematics O courses are below the transfer level but applicable to occupational degree requirements; they are not therefore considered

prerequisite/developmental, which is 7% of mathematics course enrollment. Interdisciplinary studies had the highest PD enrollment (49%), and includes learning skills and developmental communications; PD enrollment was 24% in letters and 12% in psychology, which includes reading.

Among colleges, Pierce and Valley had the highest B enrollment (both 90%), Trade-Tech had by far the largest enrollment in O courses (40%), followed by West (22%); PD enrollment was highest at Southwest (11%), Mission (8%), City, East and West (each 7%). From 1982 to 1983, B course enrollment decreased a slight .4 percentage points and PD enrollment increased by the same amount; O course enrollment remained the same.

TABLE 15

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1983[1]

TOP Code[2]	Major Discipline	Course Intent Category[3]	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
0100	Agriculture and Natural Resources	B					1,304					1,304	68.6
		O					596					596	31.4
		PD											
		T					1,900					1,900	100.0
		%					100.0					100.0	
0200	Architecture and Environment Design	B	252	299	194		527			79		1,351	93.2
		O	59	39								98	6.8
		PD											
		T	311	338	194		527			79		1,449	100.0
		%	21.5	23.3	13.4		36.4			5.4		100.0	
0400	Biological Sciences	B	981	1,031	1,357	152	1,274	402	294	1,215	733	7,439	96.7
		O							254			254	3.3
		PD											
		T	981	1,031	1,357	152	1,274	402	548	1,215	733	7,693	100.0
		%	12.8	13.4	17.6	2.0	16.6	5.2	7.1	15.8	9.5	100.0	
0500	Business and Management	B	3,396	4,935	2,892	625	5,433	1,919	3,617	4,996	2,618	30,431	83.0
		O	897	1,483	691	88	818	232	788	747	504	6,248	17.0
		PD											
		T	4,293	6,418	3,583	713	6,251	2,151	4,405	5,743	3,122	36,679	100.0
		%	11.7	17.5	9.8	1.9	17.0	5.9	12.0	15.7	8.5	100.0	

[1]Source: Fall 1983: D4600 WSCH BY SUBJECT printout, first census.

[2]Sources: Master List of TOP Codes/Names and Activity Codes/Names, Office of Educational Planning and Resource Development, Division of Educational Services, Los Angeles Community College District, November 15, 1982, and Standard Subject/Program Titles (in TOP Code order), Division of Educational Services, Los Angeles Community College District, April 5, 1983.

[3]Directory of Educational Programs and Courses, 1983-84, Division of Educational Services, Los Angeles Community College District.

("B" represents Baccalaureate or Transfer Courses; "O" represents occupational courses not intended for transfer; "PD" represents non-transfer prerequisite or developmental courses.)

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TABLE 15 (continued)

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1983[1]

TOP Code[2]	Major Discipline	Course Intent Category[3]	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
0600	Communications	B	288	823	55	36	580	242	123	1,268	158	3,573	84.3
		O		466					127	73		666	15.7
		PD											
		T	288	1,289	55	36	580	242	250	1,341	158	4,239	100.0
		%	6.8	30.4	1.3	.8	13.7	5.7	5.9	31.6	3.7	99.9	
0700	Computer Sciences	B	2,345	1,842	1,668	662	2,186	877	1,812	2,083	1,182	14,657	97.6
		O		127					229			356	2.4
		PD											
		T	2,345	1,969	1,668	662	2,186	877	2,041	2,083	1,182	15,013	100.0
		%	15.6	13.1	11.1	4.4	14.6	5.8	13.6	13.9	7.9	100.0	
0800	Education	B	6,573	5,271	3,136	737	7,782	1,920	3,297	5,595	2,345	36,656	99.7
		O								48		48	.1
		PD							66			66	.2
		T	6,573	5,271	3,136	737	7,782	1,920	3,363	5,643	2,345	36,770	100.0
		%	17.9	14.3	8.5	2.0	21.2	5.2	9.1	15.3	6.4	99.9	
0900	Engineering	B	1,962	1,168	742	108	2,368	451	3,162	1,834	640	12,435	56.7
		O	185	97	605	85	898	94	6,976	238	322	9,500	43.3
		PD											
		T	2,147	1,265	1,347	193	3,266	545	10,138	2,072	962	21,935	100.0
		%	9.8	5.8	6.1	.9	14.9	2.5	46.2	9.4	4.4	100.0	
1000	Fine and Applied Arts	B	2,317	4,952	2,096	305	5,002	879	1,148	4,520	1,014	22,233	88.4
		O	219	301	27	14	333	49	1,646	310	14	2,913	11.6
		PD											
		T	2,536	5,253	2,123	319	5,335	928	2,794	4,830	1,028	25,146	100.0
		%	10.1	20.9	8.4	1.3	21.2	3.7	11.1	19.2	4.1	100.0	
1100	Foreign Languages	B	1,615	1,755	676	308	1,803	479	537	1,558	603	9,334	99.5
		O	25				18					43	.5
		PD											
		T	1,640	1,755	676	308	1,821	479	537	1,558	603	9,377	100.0
		%	17.5	18.7	7.2	3.3	19.4	5.1	5.7	16.6	6.4	99.9	

TABLE 15 (continued)

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1983[1]

TOP Code[2]	Major Discipline	Course Intent Category[3]	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
1200	Health Professions	B	557	88	384		256	287	601	363	144	2,680	49.7
		O	113	1,466	251		48	129	285	55	368	2,715	50.3
		PD									1	1	.0
		T	670	1,554	635		304	416	886	418	513	5,396	100.0
		%	12.4	28.8	11.8		5.6	7.7	16.4	7.7	9.5	99.9	
1300	Home Economics	B	1,325	1,278	550	621	115	869	274	1,574	477	7,083	81.3
		O		55	34	226			1,313			1,628	18.7
		PD											
		T	1,325	1,333	584	847	115	869	1,587	1,574	477	8,711	100.0
		%	15.2	15.3	6.7	9.7	1.3	10.0	18.2	18.1	5.5	100.0	
1400	Law	B	524	794			55	70		328	357	2,128	87.1
		O		299				17				316	12.9
		PD											
		T	524	1,093			55	87		328	357	2,444	100.0
		%	21.4	44.7			2.3	3.6		13.4	14.6	100.0	
1500	Letters	B	2,604	4,194	2,161	627	3,555	808	1,540	4,528	958	20,975	61.4
		O	271	573	1,025	170	703	335	623	712	513	4,925	14.4
		PD	2,445	904	631	165	621	347	1,297	805	1,058	8,273	24.2
		T	5,320	5,671	3,817	962	4,879	1,490	3,460	6,045	2,529	34,173	100.0
		%	15.6	16.6	11.2	2.8	14.3	4.4	10.1	17.7	7.4	100.1	
1600	Library Science	B		39		37	66	30		62	7	241	100.0
		O											
		PD											
		T		39		37	66	30		62	7	241	100.0
		%		16.2		15.4	27.4	12.4		25.7	2.9	100.0	
1700	Mathematics	B	1,716	2,768	1,008	154	2,843	327	280	2,137	582	11,815	54.2
		O	1,043	1,183	844	259	925	831	943	1,328	1,037	8,393	38.5
		PD			446		48	204	742	141		1,581	7.3
		T	2,759	3,951	2,298	413	3,816	1,362	1,965	3,606	1,619	21,789	100.0
		%	12.7	18.1	10.5	1.9	17.5	6.3	9.0	16.5	7.4	99.9	

TABLE 15 (continued)

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1983[1]

TOP Code[2]	Major Discipline	Course Intent Category[3]	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
1900	Physical Sciences	B	1,983	1,483	1,517	97	3,712	234	1,287	2,060	469	12,842	98.6
		O											
		PD	21	167								188	1.4
		T	2,004	1,650	1,517	97	3,712	234	1,287	2,060	469	13,030	100.0
		%	15.4	12.7	11.6	.7	28.5	1.8	9.9	15.8	3.6	100.0	
2000	Psychology	B	2,269	2,059	768	168	3,273	368	431	2,025	656	12,017	86.3
		O			97			74				171	1.2
		PD	391	142	377	20	83	16	73	250	380	1,732	12.4
		T	2,660	2,201	1,242	188	3,356	458	504	2,275	1,036	13,920	99.9
		%	19.1	15.8	8.9	1.4	24.1	3.3	3.6	16.3	7.4	99.9	
2100	Public Affairs and Services	B	1,336	711	478		65	442		1,260	268	4,560	91.0
		O		61	30	327		35				453	9.0
		PD											
		T	1,336	772	508	327	65	477		1,260	268	5,013	100.0
		%	26.7	15.4	10.1	6.5	1.3	9.5		25.1	5.3	99.9	
2200	Social Sciences	B	4,791	4,209	2,956	672	7,925	1,552	1,921	5,966	1,965	31,957	99.6
		O						23				23	.1
		PD	121									121	.4
		T	4,912	4,209	2,956	672	7,925	1,575	1,921	5,966	1,965	32,101	100.1
		%	15.3	13.1	9.2	2.1	24.7	4.9	6.0	18.6	6.1	100.0	
3000	Commerce	B											
		O							787		1,959	2,746	100.0
		PD											
		T							787		1,959	2,746	100.0
		%							28.7		71.3	100.0	
4900	Interdisciplinary Studies	B	357	378	648	44	1,195	173	431	676	297	4,199	47.3
		O	11	5			136		77		68	297	3.3
		PD	62	2,221		385	398	1,093	140	46	33	4,378	49.3
		T	430	2,604	648	429	1,729	1,266	648	722	398	8,874	99.9
		%	4.8	29.3	7.3	4.8	19.5	14.3	7.3	8.1	4.5	99.9	

TABLE 15 (continued)

DUPLICATED COURSE ENROLLMENT BY MAJOR DISCIPLINE AND COLLEGE, FALL 1983[1]

TOP Code[2]	Major Discipline	Course Intent Category[3]	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL	PERCENT
5300	Apprenticeship	B											
		O							993			993	100.0
		PD											
		T							993			993	100.0
		%							100.0			100.0	
	Total All Courses	B	37,191	40,077	23,286	5,353	51,319	12,329	20,755	44,127	15,473	249,910	80.7
		%B	86.4	80.7	82.2	75.5	90.1	78.0	54.5	90.3	71.2	80.7	
		O	2,823	6,155	3,604	1,169	4,475	1,819	15,041	3,511	4,785	43,382	14.0
		%O	6.6	12.4	12.7	16.5	7.9	11.5	39.5	7.2	22.0	14.0	
		PD	3,040	3,434	1,454	570	1,150	1,660	2,318	1,242	1,472	16,340	5.3
		%PD	7.1	6.9	5.1	8.0	2.0	10.5	6.1	2.5	6.8	5.3	
		T	43,054	49,666	28,344	7,092	56,944	15,808	38,114	48,880	21,730	309,632	100.0
		%T	13.9	16.0	9.2	2.3	18.4	5.1	12.3	15.8	7.0	100.0	

Table 16: Weekly Student Contact Hours (WSCH) and Change in WSCH by Major Discipline and College, Fall 1982 and Fall 1983

Description:

Table 16 presents the annual percentage change from Fall 1982 to Fall 1983 in weekly student contact hours (WSCH), by college and districtwide, for the same major disciplines given in Table 15. Disciplines are listed in rank order from highest to lowest total WSCH in Fall 1983.

Discussion:

The order of disciplines ranked by WSCH is somewhat different from ranking by duplicated enrollment. Laboratory courses meeting for more hours per week than lecture courses generate more WSCH per student enrolled. Disciplines with a high number of laboratory or other courses meeting for more than three hours per week (the standard lecture course) displaced those with mostly lecture courses. Business and management moved from second place in duplicated enrollment to first place in WSCH, while the physical sciences moved from tenth to eighth rank and foreign languages from eleventh to tenth. Conversely, education, with mostly physical education and health classes meeting for three or fewer hours per week, moved from first to seventh rank, while the lecture-oriented psychology discipline moved from ninth to eleventh rank.

Overall, WSCH declines were slightly lower than enrollment losses, at 11% compared to 12%. The sharpest declines among large disciplines were again, as with duplicated enrollment, education at 20% and the fine arts at 18%. Declines were similarly below-average for letters (-3%) and mathematics (-1%). The only major disciplines to increase were two relatively small ones, travel (+6%) and apprenticeship (+9%).

TABLE 16

WEEKLY STUDENT CONTACT HOURS (WSCH) AND CHANGE IN WSCH BY MAJOR DISCIPLINE AND COLLEGE, FALL 1982 AND FALL 1983[1]

TOP[2] Code	Subject	WSCH	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
0500	Business and Management	F 83	15,769	20,650	12,434	2,684	21,346	7,760	16,102	20,131	11,385	128,261
		F 82	17,543	22,296	15,071	2,933	25,677	9,479	17,571	21,970	12,908	145,448
		% Change	-10.1	-7.4	-17.5	-8.5	-16.9	-18.1	-8.4	-8.4	-11.8	-11.8
0900	Engineering	F 83	8,229	5,851	6,386	705	13,091	2,261	62,755	7,442	8,525	115,245
		F 82	8,987	6,623	8,322	1,110	14,352	2,370	71,574	7,973	8,724	130,035
		% Change	-8.4	-11.7	-23.3	-36.5	-8.8	-4.6	-12.3	-6.7	-2.3	-11.4
1500	Letters	F 83	16,678	18,848	11,614	3,374	14,943	4,470	11,006	18,790	7,587	107,310
		F 82	16,117	20,416	11,529	2,951	15,539	5,319	11,434	19,799	7,513	110,617
		% Change	+3.5	-7.7	+0.7	+14.3	-3.8	-16.0	-3.7	-5.1	+1.0	-3.0
2200	Social Science	F 83	14,701	12,627	8,868	2,016	23,849	4,715	5,763	17,924	5,895	96,358
		F 82	15,820	14,718	10,557	2,095	24,626	5,319	6,150	20,304	7,894	107,483
		% Change	-7.1	-14.2	-16.0	-3.8	-3.2	-11.4	-6.3	-11.7	-25.3	-10.4
1000	Fine and Applied Arts	F 83	9,946	18,659	7,135	1,211	19,265	3,162	15,734	17,455	3,479	96,046
		F 82	12,826	23,454	9,146	1,822	20,991	4,494	18,930	20,584	5,107	117,354
		% Change	-22.5	-20.4	-22.0	-33.5	-8.2	-29.6	-16.9	-15.2	-31.9	-18.2
1700	Mathematics	F 83	11,396	16,120	9,039	1,625	15,953	4,785	6,074	14,902	6,931	86,825
		F 82	12,538	15,850	9,269	1,598	16,378	5,185	6,065	14,437	6,416	87,736
		% Change	-9.1	+1.7	-2.5	+1.7	-2.6	-7.7	+0.1	+3.2	+8.0	-1.0
1300	Home Economics	F 83	4,077	4,207	1,815	2,537	249	2,811	11,401	4,836	1,485	33,418
		F 82	4,633	4,856	2,392	2,851	99	2,824	11,229	6,532	1,653	37,069
		% Change	-12.0	-13.4	-24.1	-11.0	+151.5	-0.5	+1.5	-26.0	-10.2	-9.8

[1]Fall 1982 and 1983 Weekly Student Contact Hours (WSCH) are from the D4600 WSCH by Subject printouts (first census).

[2]See Program Enrollment: 1975-79, Division of Educational Services, Los Angeles Community Colleges, May 1980, May 1980, for listing of Minor TOP disciplines under each major TOP classification.

TABLE 16 (continued)

WEEKLY STUDENT CONTACT HOURS (WSCH) AND CHANGE IN WSCH BY MAJOR DISCIPLINE AND COLLEGE, FALL 1982 AND FALL 1983[1]

TOP[2] Code	Subject	WSCH	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
4900	Inter-Disciplinary Studies	F 83	1,929	10,950	2,087	1,338	6,307	4,902	2,064	2,425	1,286	33,288
		F 82	1,355	11,818	2,074	2,332	7,239	3,896	2,303	2,548	1,649	35,214
		% Change	+42.4	-7.3	+0.6	-42.6	-12.9	-25.8	-10.4	-4.8	-22.0	-5.5
3000	Travel	F 83					0		10,523		5,877	16,400
		F 82					234		9,639		5,670	15,543
		% Change					-100.0		+9.2		+3.7	+5.5
0600	Communications	F 83	1,107	4,868	205	111	1,861	1,103	1,491	4,416	584	15,746
		F 82	1,355	7,104	232	205	2,509	1,134	1,257	4,827	959	19,582
		% Change	-27.4	-31.5	-11.6	-45.9	-25.8	-2.7	+18.6	-8.5	-39.1	-19.6
2100	Public Affairs and Services	F 83	4,383	2,203	1,524	981	195	1,487	0	3,780	804	15,357
		F 82	6,378	2,262	1,566	1,050	225	1,674	120	3,419	834	17,498
		% Change	-31.0	-2.6	-2.7	-6.6	-13.3	-11.2	-100.0	+10.6	-3.6	-12.2
1400	Law	F 83	1,572	3,279			165	261	0	984	1,071	7,332
		F 82	1,557	3,960			108	711	183	963	1,431	8,913
		% Change	+1.0	-17.2			+52.8	-63.3	-100.0	+2.2	-25.2	-17.7
0200	Architecture and Environmental Design	F 83	1,257	1,419	894		2,413			474	0	6,457
		F 82	1,660	1,387	1,134		2,591			522	187	7,481
		% Change	-24.3	+2.3	-21.2		-6.9			-9.2	-100.0	-13.7
0800	Education	F 83	14,129	11,993	8,025	1,971	18,465	5,327	7,504	12,892	5,800	86,106
		F 82	17,159	14,965	10,695	2,461	22,373	5,956	9,522	16,990	7,344	107,465
		% Change	-17.7	-19.9	-25.0	-19.9	-17.5	-10.6	-21.2	-24.1	-21.0	-19.9
1900	Physical Science	F 83	8,096	8,297	5,238	548	14,679	1,374	4,511	10,097	2,175	55,015
		F 82	9,083	9,826	6,618	204	16,168	1,854	4,420	10,839	3,008	62,020
		% Change	-10.9	-15.6	-20.9	+168.6	-9.2	-25.9	+2.1	-6.8	-27.7	-11.3
0700	Computer Science	F 83	6,788	7,410	4,543	1,344	7,893	2,616	7,337	6,310	3,582	47,823
		F 82	6,425	7,527	5,276	1,437	10,390	2,880	8,041	7,023	4,461	53,460
		% Change	+5.6	-1.6	-13.9	-6.5	-24.0	-9.2	-8.8	-10.2	-19.7	-10.5

TABLE 16 (continued)

WEEKLY STUDENT CONTACT HOURS (WSCH) AND CHANGE IN WSCH BY MAJOR DISCIPLINE AND COLLEGE, FALL 1982 AND FALL 1983[1]

TOP[2] Code	Subject	WSCH	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
1100	Foreign Languages	F 83	7,496	8,464	3,105	1,477	8,195	2,246	2,723	7,160	2,829	43,695
		F 82	9,149	8,206	3,533	1,827	7,980	2,907	2,760	8,140	3,874	48,376
		% Change	-18.1	+3.1	-12.1	-19.2	+2.7	-22.7	-1.3	-12.0	27.0	-9.7
2000	Psychology	F 83	8,340	6,915	3,617	524	10,061	1,374	1,366	6,588	3,108	41,893
		F 82	10,206	8,361	3,814	699	10,781	1,878	1,359	7,218	3,515	47,831
		% Change	-18.3	-17.3	-5.2	-25.0	-6.7	-26.8	+0.5	-8.7	-11.6	-12.4
0400	Biological Science	F 83	6,110	5,999	4,433	1,012	7,165	2,901	3,817	7,626	2,824	41,887
		F 82	6,438	6,905	5,316	1,431	7,750	4,307	4,087	7,379	3,726	47,339
		% Change	-5.1	-13.1	-16.6	-29.3	-7.5	-32.6	-6.6	+3.3	-24.2	-11.5
1200	Health Professions	F 83	5,276	9,309	4,896		3,829	3,605	6,372	5,462	2,504	41,253
		F 82	4,658	10,780	6,361		4,661	3,924	6,850	6,221	2,437	45,892
		% Change	+13.3	+3.1	-23.0		-17.9	-8.1	-7.0	-12.2	+2.7	-10.1
0100	Agriculture	F 83					6,221					6,221
		F 82					7,219					7,219
		% Change					-13.8					-13.8
5300	Apprenticeship	F 83							3,909			3,909
		F 82							3,581			3,581
		% Change							+9.2			+9.2
1600	Library Science	F 83				74	66	30	0	186	21	416
		F 82				16	49	89	144	360	39	697
		% Change				+362.5	+34.7	-66.3	-100.0	-48.3	-46.2	-40.3
	TOTALS	F 83	147,279	178,107	95,858	23,532	196,211	57,190	180,452	169,880	77,752	1,126,261
		F 82	163,857	201,314	112,905	27,022	217,939	66,200	197,219	188,048	89,349	1,263,853
		% Change	-10.1	-11.5	-15.1	-12.9	-10.0	-13.6	-8.8	-9.7	-13.0	-10.9

Table 17: Weekly Student Contact Hours (WSCH) and Staffing Patterns by Activity Code, Fall 1982 and Fall 1983

Description:

This table is being introduced for the first time in this year's Annual Report. For several years, WSCH and staffing trends and projections were reported in annual five-year planning documents. As fiscal support for community colleges became increasingly uncertain in 1983-84, a computer system for charting trends and making projections based on alternative decisions (called a decision support system or DSS) was developed to facilitate contingency planning. This table once again makes available data on WSCH and staffing patterns by instructional discipline groups.

The table presents Fall 1982 and Fall 1983 WSCH and percentage change in WSCH, total active full-time equivalent (FTE) faculty for Fall 1982 and Fall 1983 and the percentage change in FTE, the regular and hourly FTE breakdown for Fall 1983, and WSCH per FTE for both years, with the percentage change in WSCH/FTE. An FTE is based on the load limit for each discipline, agreed upon through collective bargaining. Loads range from 12 hours per week (English) to 21 hours (metal trades). The table summarizes WSCH trends and staffing patterns by 65 activity codes, a more refined set than the 23 major TOP codes presented in Tables 15 and 16 but much more consolidated than the more than 190 minor TOP disciplines that are offered districtwide. Activity codes typically combine disciplines with common credentialing requirements for instructors. For instance, biological sciences remain combined as in major disciplines, but the various disciplines under education, such as physical education and health, or under fine arts and social sciences, are broken out.

Discussion:

The table shows an overall 1982-83 decline of 10% in WSCH, a 5% decline in FTE and a 6% drop in WSCH/FTE. Among activity codes that generated 8,000 WSCH or more, declines were greatest for physical education (-22%), music (-21%), fine and commercial art and media communications (both -20%), photography and applied physical sciences (both -18%). Decreases in WSCH were lowest in electronics, English, mathematics and physics (all -1%), economics and developmental studies (both -2%).

In general, FTE reductions result in WSCH declines but WSCH/FTE increases, while FTE increases have the opposite effect. In agriculture, for example, FTE was reduced 22% but WSCH/FTE rose 11%. Conversely, FTE in air-conditioning increased 13% but WSCH/FTE fell 15%. Because of the sharp overall drop in Fall 1983 enrollment, however, reductions in total FTE did not result in an average WSCH/FTE increase.

TABLE 17

WEEKLY STUDENT CONTACT HOURS (WSCH) AND STAFFING PATTERNS BY ACTIVITY CODE, FALL 1982 AND FALL 1983

Activity Code	Title	F'82 WSCH	F'83 WSCH	% Change in WSCh	F'82 FTE Total	F'83 FTE Total	F'83 Reg. FTE	F'83 Hrly. FTE	% Change in Total FTE	F'82 WSCH/ FTE	F'83 WSCH/ FTE	% Change in WSCH/ FTE
100	Agr. & Nat. Resources	7,219	6,221	-14	18.2	14.2	10.5	3.7	-22	397	439	+ 11
200	Arch. & Environ. Design	7,294	6,457	-11	17.2	16.2	10.1	6.1	- 5	428	399	- 7
400	Biological Sciences	47,114	41,887	-11	92.4	89.8	61.1	28.7	- 3	510	466	- 9
500	Business & Management	99,483	86,594	-13	167.4	160.4	71.5	88.9	- 4	594	540	- 9
514	Office Admin. & Related	44,960	41,667	- 7	97.6	93.8	50.1	43.7	- 4	460	444	- 3
600	Journalism	8,622	7,123	-17	23.7	20.6	14.4	6.2	-13	363	346	- 5
603	Media Communications	10,734	8,623	-20	20.1	19.1	14.1	5.0	- 5	533	452	- 15
700	Computer Science	53,460	47,823	-11	84.1	82.4	35.2	47.2	- 2	636	581	- 9
801	Education	232	183	-21	0.3	0.4	0.2	0.2	+33	703	458	- 35
808	Special Education	0	150	--	0.0	0.3	0.3	0.0	--	0	455	--
835	Physical Education	82,856	64,999	-22	122.5	111.0	98.7	12.3	- 9	677	585	- 14
837	Health	22,398	19,486	-13	34.8	35.1	29.1	6.0	+ 1	644	555	- 14
839	Industrial Arts	1,397	1,288	- 8	4.9	3.7	1.6	2.1	-24	286	345	+ 21
900	Quality Control	2,339	1,903	-19	5.1	4.5	0.2	4.3	-12	457	420	- 8
901	Engineering	12,365	10,672	-14	26.1	25.0	12.1	12.9	- 4	474	427	- 10
934	Electronics & Elect./Mech.	33,644	33,192	- 1	56.7	57.8	25.9	31.8	+ 2	593	574	- 3
936	Printing & Lithography	1,327	1,252	- 6	2.4	2.9	2.0	0.9	+21	555	433	- 22
945	Air Conditioning & Refrig.	4,493	4,244	- 6	7.2	8.1	7.6	0.5	+13	621	527	- 15
948	Automotive	19,957	17,510	-12	41.6	38.4	30.9	7.5	- 8	480	456	- 5
950	Aircraft	6,732	6,650	- 1	14.8	14.4	14.4	0.0	- 3	454	462	+ 2
952	Construction Trades	15,817	13,883	-12	26.3	24.5	18.5	6.0	- 7	601	567	- 6
953	Drafting	11,780	10,960	- 7	20.7	20.7	14.6	6.1	0	570	528	- 7
954	Chemical Technology	1,784	962	-46	3.6	3.2	3.0	.2	-13	490	303	- 38
956	Metal Trades & Welding	15,564	13,104	-16	32.8	29.8	16.6	13.2	- 9	474	441	- 7
957	Measurement Technology	797	913	+15	2.7	2.2	0.8	1.4	-18	299	415	+ 39
1002	Fine & Commercial Art	41,603	33,225	-20	95.4	80.2	52.6	27.6	-16	436	414	- 5
1004	Music	37,285	29,334	-21	87.3	75.9	50.6	25.3	-13	427	387	- 9
1007	Theater Arts	15,582	13,455	-14	41.6	38.8	27.5	11.3	- 7	374	347	- 7
1010	Cinema	3,951	3,952	0	6.0	6.8	4.7	2.1	+13	660	582	- 12
1011	Photography	11,247	9,274	-18	27.1	21.1	14.6	6.5	-22	415	440	+ 6
1030	Graphic Arts	7,278	6,806	- 7	13.8	12.0	7.4	4.6	-12	529	565	+ 7
1100	Foreign Languages	47,352	43,695	- 8	102.3	96.5	57.1	39.4	- 6	463	453	- 2
1203	Nursing Sciences	34,182	31,012	- 9	136.6	135.9	118.4	17.5	- 1	250	228	- 9
1204	Dental Sciences	4,468	4,226	- 5	12.6	12.9	10.7	2.2	+ 2	353	328	- 7
1205	Allied Health	4,113	3,711	-10	12.4	12.3	9.2	3.1	- 1	331	301	- 9

TABLE 17 (continued)

WEEKLY STUDENT CONTACT HOURS (WSCH) AND STAFFING PATTERNS BY ACTIVITY CODE, FALL 1982 AND FALL 1983

Activity Code	Title	F'82 WSCH	F'83 WSCH	% Change in WSCh	F'82 FTE Total	F'83 FTE Total	F'83 Reg. FTE	F'83 Hrly. FTE	% Change in Total FTE	F'82 WSCH/ FTE	F'83 WSCH/ FTE	% Change in WSCH/ FTE
1226	Occupational Therapy	768	701	- 9	1.8	1.8	1.8	0	+ 3	434	383	- 12
1207	Radiologic Technology	1,282	930	-27	2.6	2.5	2.5	0	- 2	499	369	- 26
1208	Optics	611	673	+10	2.6	2.2	1.8	0.4	-15	234	303	+ 29
1301	Family & Consumer Studies	20,903	19,114	- 9	42.0	39.8	28.3	11.5	- 5	497	480	- 3
1305	Child Development	16,170	14,368	-11	30.4	27.9	19.9	8.0	- 8	532	516	- 3
1400	Law	8,730	7,332	-16	15.2	13.2	8.0	5.2	-13	574	555	- 3
1501	English	72,271	71,554	- 1	178.2	173.3	105.8	67.5	- 3	406	413	+ 2
1506	Speech	25,569	23,622	- 8	52.0	50.4	33.2	17.2	- 3	492	469	- 5
1509	Philosophy	12,777	12,144	- 5	23.6	22.8	16.2	6.6	- 3	541	533	- 1
1601	Library/Media Technology	553	416	-25	1.8	1.3	0.9	0.4	-30	307	330	+ 7
1701	Mathematics	87,736	86,825	- 1	145.3	146.3	85.1	61.2	+ 1	604	593	- 2
1901	Applied Physical Sciences	19,441	15,943	-18	35.6	31.6	22.0	9.6	-11	545	504	- 8
1902	Physics	13,556	13,421	- 1	31.0	32.8	23.1	9.7	+ 6	438	409	- 7
1905	Chemistry	28,984	25,651	-12	55.9	56.9	41.1	15.8	+ 2	518	450	- 13
2001	Psychology	47,831	41,893	-12	96.1	91.5	68.1	23.4	- 5	498	458	- 8
2101	Public Services	4,355	4,175	- 4	7.2	7.7	2.1	5.6	+ 7	605	544	- 10
2105	Administration of Justice	12,529	11,182	-11	20.9	20.8	8.2	12.6	0	599	538	- 10
2202	Anthropology	8,757	7,756	-11	18.3	16.7	14.4	2.3	- 9	479	465	- 3
2203	Ethnic Studies	8,247	6,779	-18	19.1	17.5	14.1	3.4	- 8	433	388	- 10
2204	Economics	12,914	12,720	- 2	22.1	21.4	13.4	8.0	- 3	584	594	+ 2
2205	History & Social Science	33,544	29,661	-12	63.2	60.0	53.8	6.2	- 5	531	494	- 7
2206	Geography	8,343	7,432	-11	14.7	13.4	10.0	3.4	- 9	569	556	- 2
2207	Political Science	18,282	16,377	-10	33.8	33.1	27.5	5.6	- 2	541	495	- 9
2208	Sociology	17,396	15,633	-10	32.6	31.0	25.8	5.2	- 5	534	504	- 6
3002	Culinary Arts	5,583	6,324	+13	7.4	8.4	7.9	0.5	+14	757	755	0
3007	Cosmetology	4,056	4,199	+ 4	4.6	5.7	5.0	0.7	+24	882	734	- 17
3009	Travel	5,670	5,877	+ 4	9.2	8.8	2.4	6.4	- 4	616	668	+ 8
4903	Humanities	6,979	6,111	-12	13.4	11.5	8.1	3.4	-14	522	530	+ 2
4930	Developmental Studies	18,436	17,994	- 2	36.7	40.2	16.9	23.3	+10	502	448	- 11
4931	Cooperative Education	9,799	9,183	- 6	15.5	14.1	8.3	5.8	- 9	634	653	+ 3
	District Total	1,251,501	1,122,426	-10	2491.0	2375.0	1571.9	803.4	- 5	502	473	- 6

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Table 18: Change in Unduplicated Enrollment by Day, Evening, Term, College and ITV, 1982-83 and 1983-84

Description:

Table 18 provides comparisons of unduplicated enrollment in day and evening classes at each college, Instructional Television (ITV), and districtwide for both semesters and the summer session offered during 1983-84, with percentage changes from 1982-83. Day enrollment includes not only those students enrolled exclusively during the day, but those enrolled in both day and evening classes or through Instructional Television.

Discussion:

The annual percentage change in unduplicated enrollment was -10% for Summer 1983, -12% for Fall 1983 and -14% for Spring 1984. These declines result not only from class schedule and faculty reductions, but from reduced services necessitated by budget constraints and lower student demand associated with a variety of factors discussed previously.

When enrollments in all three periods are summed, Summer 1983 enrollment was 10% of the total, Fall 1983 47% and Spring 1984 43%. This pattern is similar to 1982-83, with a one percentage point increase for the summer session and the same decrease for the spring semester.

Greater declines for evening than day enrollment followed a trend of several years (see Table 8) for both the summer and fall periods. In Spring 1984, however, this trend shifted, with slightly higher losses in day (-15%) than evening (-13%) students.

There were college enrollment gains only for the summer session; increases at Southwest, Trade-Tech, Valley and West ranged from 12% to 21% but were not sufficient to offset the overall 10% decline. Fall enrollment decreases were generally widespread among colleges, varying from 10% (Pierce, Trade-Tech and Valley) to 18% (West). In the spring, variation among colleges was greater; Mission had the least decline (-6%) while Southwest had the most (-22%); both City and West dropped 18%.

Enrollment in Instructional Television courses gained in the summer and fall terms but fell in the spring, for an overall annual increase of 35%.

TABLE 18

CHANGE IN UNDUPLICATED ENROLLMENT BY DAY, EVENING, TERM, COLLEGE AND ITV, 1982-83 and 1983-84[1]

Summer Session, Semester, Year and Type of Enrollment	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	ITV[2]	TOTAL
Summer 83 Day	3083	3037	1883	354	2627	1052	2932	2241	1739	999	19947
Summer 82 Day	2782	3532	2244	521	2852	945	2443	2565	1834	352	20070
% Change	10.8	-14.0	-16.1	-32.1	-7.9	11.3	20.0	-12.6	-5.2	183.8	-0.6
Summer 83 Evening	1050	984	698	341	0	552	0	747	513	0	4885
Summer 82 Evening	1538	1031	856	409	1406	428	22	1206	722	0	7618
% Change	-31.7	-4.6	-18.5	-16.6	-100.0	29.0	-100.0	-38.1	-28.9	0.0	-35.9
Summer 83 Total	4133	4021	2581	695	2627	1604	2932	2988	2252	999	24832
Summer 82 Total	4320	4563	3100	930	4258	1373	2465	3771	2556	352	27688
% Change	-4.3	-11.9	-16.7	-25.3	-38.3	16.8	18.9	20.8	11.9	183.8	-10.3
Fall 83 Day	10749	11965	6340	1932	14054	3554	8657	11159	4926	1031	74367
Fall 82 Day	11328	13232	7639	2328	15382	4079	9187	12718	5942	907	82742
% Change	-5.1	-9.6	-17.0	-17.0	-8.6	-12.9	-5.8	-12.3	-17.1	13.7	-10.1
Fall 83 Evening	5030	5603	3637	1923	7206	2692	6191	8925	3995	0	45202
Fall 82 Evening	6381	6937	4147	2261	8339	3086	7228	9640	4883	0	52902
% Change	-21.2	-19.2	-12.3	-14.9	-13.6	-12.8	-14.3	-7.4	-18.2	0.0	-14.6
Fall 83 Total	15779	17568	9977	3855	21260	6246	14848	20084	8921	1031	119569
Fall 82 Total	17709	20169	11786	4589	23721	7165	16415	22358	10825	907	135644
% Change	-10.9	-12.9	-15.3	-16.0	-10.4	-12.8	-9.5	-10.2	-17.6	13.7	-11.9
Spring 84 Day	9643	10749	5625	2017	12909	2881	7989	10243	4408	1352	67816
Spring 83 Day	11263	13032	6977	2329	14209	3853	9002	12284	5528	1510	79987
% Change	-14.4	-17.5	-19.4	-13.4	-9.1	-25.2	-11.3	-16.6	-20.3	-10.5	-15.2
Spring 84 Evening	4626	5231	3371	2038	6106	2300	5844	8365	3822	0	41703
Spring 83 Evening	5593	6389	3257	1998	7015	2751	6932	9327	4541	0	47803
% Change	-17.3	-18.1	3.5	2.0	-13.0	-16.4	-15.7	-10.3	-15.8	0.0	-12.8

TABLE 18 (continued)

CHANGE IN UNDUPLICATED ENROLLMENT BY DAY, EVENING, TERM, COLLEGE AND ITV, 1982-83 and 1983-84[1]

Summer Session, Semester, Year and Type of Enrollment	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	ITV[2]	TOTAL
Spring 84 Total	14269	15980	8996	4055	19015	5181	13833	18608	8230	1352	109519
Spring 83 Total	16856	19421	10234	4327	21224	6604	15934	21611	10069	1510	127790
% Change	-15.3	-17.7	-12.1	-6.3	-10.4	-21.5	-13.2	-13.9	-18.3	-10.5	-14.3

[1]Source: Measures of Enrollment Reports, Summer 1983, Fall 1983 and Spring 1984.

[2]Instructional Television enrollment considered as day enrollment only.

Table 19: Change in Weekly Student Contact Hours (WSCH) by Day, Evening, Term, College and ITV, 1982-83 and 1983-84

Description:

Table 19 provides comparisons in weekly student contact hours (WSCH) generated by day and evening classes in the fall and spring semesters and summer sessions of 1982-83 and 1983-84. Frequencies and percentage changes are given for each college, Instructional Television, and for districtwide totals.

Discussion:

Declines in WSCH between 1982-83 and 1983-84 were greater than for enrollment (see Table 18); annual losses were 15% compared to 13% for enrollment, reducing the WSCH per student from 9.7 to 9.5. Decreases in WSCH were greatest for the summer term (-31%). Fall WSCH declines were one percentage point lower (-11%) than for enrollment and spring losses two percentage points higher (-16%). Among colleges, there were no WSCH increases for any term. Instructional Television gained WSCH in the summer and fall, but lost WSCH in the spring, for an annual increase of 13%.

Patterns for day and evening WSCH were similar to those for enrollment, with evening declines greater than day in the summer and fall but not in the spring.

TABLE 19

CHANGE IN WEEKLY STUDENT CONTACT HOURS (WSCH) BY DAY, EVENING, TERM, COLLEGE AND ITV, 1982-83 AND 1983-84[1]

Summer Session, Semester, Year and Type of WSCH	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	ITV[2]	TOTAL
Summer 83 Day	41,991	29,478	19,081	4,094	24,546	9,931	26,553	20,928	15,118	6,688	198,543
Summer 82 Day	40,056	45,072	28,205	6,744	33,379	12,473	39,593	30,053	23,685	3,178	262,438
% Change	+4.8	-34.6	-32.3	-39.3	-26.5	-20.4	-32.9	-30.4	-36.2	+110.4	-24.3
Summer 83 Evening	7,076	8,465	5,584	2,090	0	4,416	0	6,133	4,104	0	37,868
Summer 82 Evening	13,163	12,946	10,799	4,686	14,634	5,200	75	13,574	6,673	0	81,750
% Change	-46.2	-34.6	-48.3	-55.4	-100.0	-15.1	-100.0	-54.8	-38.5	0.0	-53.7
Summer 83 Total	49,067	37,943	24,665	6,184	24,546	14,347	26,553	27,061	19,357	6,688	236,411
Summer 82 Total	53,219	58,018	39,004	11,430	48,012	17,673	39,668	43,627	30,358	3,178	344,188
% Change	-7.8	-34.6	-36.8	-45.9	-48.9	-18.8	-33.1	-38.0	-36.2	+110.4	-31.3
Fall 83 Day	113,998	1[illegible],120	67,501	11,805	144,792	35,992	135,275	111,565	51,774	4,125	805,946
Fall 82 Day	114,818	146,824	82,305	14,809	158,801	41,342	146,157	126,446	58,323	4,000	893,825
% Change	-0.7	-[illegible]2.1	-18.0	-20.3	-8.8	-12.9	-7.4	-11.8	-11.2	+3.1	-9.8
Fall 83 Evening	41,145	47,436	28,368	11,727	51,483	21,158	45,108	58,252	25,978	0	330,655
Fall 82 Evening	49,209	54,79[illegible]	32,217	14,075	59,180	25,448	51,618	62,069	30,239	0	378,850
% Change	-16.4	-13.4	-11.9	-16.7	-13.0	-16.9	-12.6	-6.1	-14.1	0.0	-12.7
Fall 83 Total	155,143	176,556	95,869	23,[illegible]32	196,275	57,150	180,383	169,817	77,752	4,125	1,136,601
Fall 82 Total	164,027	201,619	11[illegible],522	2[illegible],884	217,981	66,790	197,775	188,515	88,562	4,000	1,272,675
% Change	-5.4	-12.4	-16.3	-18.5	-10.0	-14.4	-8.8	-9.9	-12.2	+3.1	-10.7
Spring 84 Day	94,1[illegible]6	121,833	58,563	11,365	130,016	29,226	129,311	100,627	43,450	4,912	723,418
Spring 83 Day	114,335	142,370	75,624	14,041	147,930	39,823	148,434	122,836	56,452	6,684	868,529
% Change	-17.7	-14.4	-22.6	-19.1	-12.1	-26.6	-12.9	-18.1	-23.0	-26.5	-16.7
Spring 84 Evening	37,583	44,773	26,082	12,911	46,208	16,680	41,041	54,212	24,477	0	303,967
Spring 83 Evening	44,419	51,934	27,702	12,116	50,458	22,395	51,364	60,684	29,316	0	350,388
% Change	-15.4	-13.8	-5.8	+6.6	-8.4	-25.5	-20.1	-10.7	-16.5	0.0	-13.2
Spring 84 Total	131,699	166,606	84,645	24,276	176,224	45,906	170,352	154,839	67,927	4,912	1,027,385
Spring 83 Total	158,754	194,304	103,326	26,157	198,388	62,218	199,798	183,520	85,768	6,684	1,218,917
% Change	-17.0	-14.3	-18.1	-7.2	-11.2	-26.2	-14.7	-15.6	-20.8	-26.5	-15.7

[1]Enrollment and Attendance Reports, Office of Student Services, Educational Services Division, Los Angeles Community College District. Data Processing Reports: Census Class Enrollment Reports (D3900-002).

[2]Instructional Television enrollment considered as day WSCH only.

Table 20: Duplicated Enrollment and Contact Hours by Occupational/Non-Occupational Course Categories and College, Fall 1982 and Fall 1983

Description:

Table 20 presents frequencies of duplicated enrollment and weekly student contact hours (WSCH) for courses designated occupational or non-occupational, by college and districtwide, for fall semesters 1982 and 1983. Percentages are also given for occupational enrollment and WSCH, and for changes in enrollment and WSCH for occupational, non-occupational and total courses between the two years.

Occupational courses were determined by using the Student Accountability Model (SAM) codes of A, B, C and D; non-occupational courses were coded E and F. Occupational courses may include baccalaureate (B) level courses, occupational courses not intended for transfer (O) or prerequisite/developmental (PD) courses; non-occupational courses do not include the O designation (see Table 15).

This table was augmented for this year's Annual Report to include both duplicated enrollment and WSCH. Because occupational courses frequently have laboratory sections with high WSCH, it was thought that WSCH data would be a better measure of student participation in occupational education.

Discussion:

The proportion of occupational enrollment in Fall 1983 was 35%, just slightly below the 35.5% share of Fall 1982 enrollment. Both proportions are much higher than the 14% enrollment in O courses reported in Table 15; the difference indicates that the majority of occupational enrollment is in transfer level or B courses. The proportion of WSCH is somewhat higher than for enrollment, as expected; WSCH was 39% occupational in 1983 and 40% in 1982.

Among colleges, Trade-Tech had much larger proportions of enrollment and WSCH in occupational courses than other colleges. Duplicated enrollment in occupational courses was 61% at Trade-Tech compared to from 29% (Pierce) to 40% (West) among other colleges. Occupational WSCH was 73% at Trade-Tech, compared to a range of 29% (Mission) to 40% (West) among other colleges.

TABLE 20

DUPLICATED ENROLLMENT AND CONTACT HOURS BY OCCUPATIONAL/NON-OCCUPATIONAL COURSE CATEGORIES AND COLLEGE, FALL 1982 AND FALL 1983[1]

YEAR AND TYPE OF ENROLLMENT[2]	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
Fall 1983										
Total Enrollment	41,118	48,421	26,718	6,573	54,957	15,495	35,118	47,296	20,114	295,880
Non-Occupational	28,272	33,218	18,195	4,421	39,206	9,915	13,591	33,265	12,123	192,206
Occupational	12,916	15,203	8,523	2,152	15,751	5,580	21,527	14,031	7,991	103,674
Percent Occupational	31.4	31.4	31.9	32.7	28.7	36.0	61.3	29.7	39.7	35.0
Fall 1982										
Total Enrollment	47,464	55,561	31,411	7,799	62,237	18,564	39,551	53,082	23,531	339,200
Non-Occupational	32,729	38,694	21,017	5,107	43,039	11,759	15,048	37,648	13,801	218,842
Occupational	14,735	16,867	10,394	2,692	19,198	6,805	24,503	15,434	9,730	120,358
Percent Occupational	31.0	30.4	33.1	34.5	30.8	36.7	62.0	29.1	41.3	35.5
Percent Change in Enrollment 1982 to 1983										
Total	-13.4	-12.9	-14.9	-15.7	-11.7	-16.5	-11.2	-10.9	-14.5	-12.8
Non-Occupational	-13.6	-14.2	-13.4	-13.4	- 8.9	-15.7	- 9.7	-11.6	-12.2	-12.2
Occupational	-12.3	- 9.9	-18.0	-20.1	-18.0	-18.0	-12.1	- 9.1	-17.9	-13.9
YEAR AND TYPE OF WSCH										
Fall 1983										
Total WSCH	139,413	171,223	90,230	21,985	189,654	53,713	155,602	166,024	66,247	1,054,091
Non-Occupational WSCH	93,197	115,841	60,316	15,676	128,846	34,820	42,058	113,039	39,917	643,710
Occupational WSCH	46,216	55,382	29,914	6,309	60,808	18,893	113,544	52,985	26,330	410,381
Percent Occupational	33.2	32.3	33.2	28.7	32.1	35.2	73.0	31.9	39.7	38.9
Fall 1982										
Total WSCH	157,882	198,132	107,479	25,396	213,389	64,373	173,089	185,712	76,932	1,202,384
Non-Occupational WSCH	105,233	134,159	68,951	17,262	139,047	40,952	48,066	124,691	44,791	723,152
Occupational WSCH	52,649	63,973	38,528	8,134	74,342	23,421	125,023	61,021	32,141	479,232
Percent Occupational	33.3	32.3	35.8	32.0	34.8	36.4	72.2	32.9	41.8	39.9
Percent Change in WSCH 1982 to 1983										
Total	-11.7	-13.6	-16.0	-13.4	-11.1	-16.6	-10.1	-10.6	-13.9	-12.3
Non-Occupational	-11.4	-13.7	-12.5	- 9.2	- 7.3	-15.0	-12.5	- 9.3	-10.9	-11.0
Occupational	-12.2	-13.4	-22.4	-22.4	-18.2	-19.3	- 9.2	-13.2	-18.1	-14.4

[1]The data source was the Course Activity Measures data tape. Table reflects census courses only. WSCH was estimated from the formula: (total section contact hours) x (active enrollment) x 20 weeks.

[2]Student Accountability Model (SAM) codes of A, B, C and D were coded as occupational, E and X as non-occupational.

Table 21: Duplicated Enrollment in Community Services Classes and Tours by College, 1982-83 and 1983-84

Description:

Table 21 presents duplicated enrollment in Community Services non-credit classes and tours offered by colleges in 1982-83 and 1983-84. Percentage changes between the two years are also given. Tour participation was included in the table for the first time in this year's Annual Report, but no figures are reported for the large number of Community Services participants in special events, community meetings or recreational activities. Because a single event may attract a large crowd but not indicate a substantial increase in Community Services programming, comparisons of these figures over time have little meaning.

Discussion:

Since the passage of Proposition 13 and the elimination of the Community Services tax in 1978, most Community Services programs are now self-supporting. Fees are charged for enrollment in non-credit classes, which do not generate ADA (average daily attendance) for State reimbursement. Non-credit classes are designed to address special interests and are offered on a short-term basis; four quarterly schedules of classes are prepared each year.

Enrollment in Community Services classes increased this year over last by 4%, following a 30% gain in 1982-83 over 1981-82. Five of the nine colleges increased their enrollment; growth ranged from 52% at Trade-Tech to 8% at City. Enrollment declines ranged from 5% (Mission) to 15% (West). Among colleges, Community Services enrollment was largest at City, with 25% of the total districtwide, and Pierce, with 23%. The smallest programs were at Trade-Tech, Mission and Southwest, which together made up just 7% of total enrollment.

Five colleges offered tour programs in 1983-84. The largest of these were at Pierce and Valley, with participation three-fourths of the total. Tour participation declined 9% from 1982-83 to 1983-84.

Some continuing education classes, eligible for ADA reimbursement but not for credit, were offered by Harbor College, whose service area extends beyond the Los Angeles Unified School District with whom the LACCD has an agreement not to offer such classes. Total enrollment in these classes was 600 in 1983-84.

TABLE 21

DUPLICATED ENROLLMENT IN COMMUNITY SERVICES CLASSES AND TOURS
BY COLLEGE, 1982-83 AND 1983-84

YEAR	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
Classes										
1983-84	12773	27409	9978	2337	24497	3625	1304	17875	5852	105650
1982-83	11249	25410	11465	2464	22164	4575	861	16250	6915	101353
% Change	+13.5	+7.9	-13.0	-5.2	+10.5	-20.8	+51.5	+10.0	-15.4	+4.2
Tours										
1983-84	15	-0-	632	-0-	1825	-0-	-0-	1206	369	4047
1982-83	62	-0-	1303	120	1398	-0-	-0-	1253	329	4465
% Change	-75.8	0.0	-51.5	-100.0	+30.5	0.0	0.0	-3.8	+12.2	-9.4
Total										
1983-84	12788	27409	10610	2337	26322	3625	1304	19081	6221	109697
1982-83	11311	25410	12768	2584	23562	4575	861	17503	7244	105818
% Change	+13.1	+7.9	-16.9	-9.6	+11.7	-20.8	+51.5	+9.0	-14.1	+3.7

[1]Total registrations in classes and tours reported by colleges. Participation in other Community Services activities was not included, e.g. swimming pool, gymnasium or tennis courts used by the public; facilities utilized by group meetings or for children's recreational classes.

Student Performance and Articulation

Table 22: Grade Distribution and Retention Rates by Day, Evening and College, Fall 1983

Description:

Grade distribution and retention rates for each college and districtwide are reported in Table 22 by day, evening and total enrollment. Within-semester retention rates are the percentages of students enrolled at first census who remained at the end of the semester; these appear in the far right hand column of the table.

Discussion:

Both grades and retention rates have been steadily rising in all colleges and districtwide. In Fall 1983, 61% of students enrolled at first census received a grade of "C" or higher; this proportion is up from 57% in Fall 1982 and 54% in Fall 1980. Retention rates in Fall 1983 were 77% for day and 74% for evening students, averaging 76%. In Fall 1982, this average was 71% and in Fall 1980 it was 66%.

Between 1982 and 1983, all colleges gained in grade achievement and retention. Grade improvement was highest at Mission, with an 11 percentage point gain in those receiving grades of C or better, while the greatest increase in retention was at West, with a rise of 7 percentage points. The largest proportion of students receiving grades of C or better was at Pierce (64%); the lowest was at Southwest (51%). Retention rates were highest at Trade-Tech (81%) and lowest at Southwest and Valley (both 74%).

Several factors may have influenced grade achievement and retention: wider use of assessment and placement, higher probation standards, and the imposition of a drop fee in Fall 1983.

TABLE 22

GRADE DISTRIBUTION AND RETENTION RATES BY DAY, EVENING AND COLLEGE, FALL 1983

		GRADE DISTRIBUTION												RETENTION	
College	Type of Enrollment	A	B	C	D	Inc.	F	Credit	Non-Credit	W	IP	RD	Total	First Census	End of Semester
ELAC	Day	6906	7356	6316	1891	931	1861	0	183	6708	272	28	32452	29247	22514
	% Day	21.3	22.7	19.5	5.8	2.9	5.7	0.0	0.6	20.7	0.8	0.1	100.0	100.0	77.0
	Evening	2070	2235	2139	610	373	932	0	42	2872	0	14	11287	12690	9236
	% Evening	18.3	19.8	19.0	5.4	3.3	8.3	0.0	0.4	25.5	0.0	0.1	100.0	100.0	72.8
	Total	8976	9591	8455	2501	1304	2793	0	225	9580	272	42	43739	41937	31[illegible]9
	% Total	20.5	21.9	19.3	5.7	3.0	6.4	0.0	0.5	21.9	0.6	0.1	100.0	100.0	75.0
LACC	Day	6888	7743	7543	2516	1181	2249	28	534	8261	22	77	37042	35927	27821
	% Day	18.6	20.9	20.4	6.8	3.2	6.1	0.1	1.4	22.3	0.1	0.2	100.0	100.0	77.4
	Evening	2394	2722	2437	784	523	1030	15	87	2945	0	20	12957	13397	10207
	% Evening	18.5	21.0	18.8	6.1	4.0	8.0	0.1	0.7	22.7	0.0	0.2	100.0	100.0	76.2
	Total	9282	10465	9980	3300	1704	3279	43	621	11206	22	97	49999	49324	38028
	% Total	18.6	20.9	20.0	6.6	3.4	6.6	0.1	1.2	22.4	0.0	0.2	100.0	100.0	77.1
LAHC	Day	3266	3875	4253	1190	250	1206	23	204	4317	0	5	18589	19470	14338
	% Day	17.6	20.9	22.9	6.4	1.3	6.5	0.1	1.1	23.2	0.0	0.0	100.0	100.0	76.2
	Evening	1484	1710	1375	435	129	676	46	88	2091	0	4	8038	8566	6317
	% Evening	18.5	21.3	17.1	5.4	1.6	8.4	0.6	1.1	26.0	0.0	0.1	100.0	100.0	73.7
	Total	4750	5585	5628	1625	379	1882	69	292	6408	0	9	26627	28036	21155
	% Total	17.8	21.0	21.1	6.1	1.4	7.1	0.3	1.1	24.1	0.0	0.0	100.0	100.0	75.5

Sources: Grade Distribution Printout, D5120 and Measures of Enrollment Printout, D4790-002.

Two new grade categories were introduced in 1981-82. In progress (IP) is used for courses which extend beyond the normal end of an academic term. Report delayed (RD) is assigned when there is a delay in reporting the grade beyond the control of the student. Neither IP nor RD is used in calculating grade point averages. X grades, credit by exam, were included in credit column.

TABLE 22 (continued)

GRADE DISTRIBUTION AND RETENTION RATES BY DAY, EVENING AND COLLEGE, FALL 1983

College	Type of Enrollment	GRADE DISTRIBUTION A	B	C	D	Inc.	F	Credit	Non-Credit	W	IP	RD	Total	RETENTION First Census	End of Semester
LAMC	Day	1001	649	511	166	90	221	22	105	635	0	5	3405	3403	2768
	% Day	29.4	19.1	15.0	4.9	2.6	6.5	0.7	3.1	18.7	0.0	0.2	100.0	100.0	81.3
	Evening	807	623	419	129	134	293	48	19	857	0	2	3331	3643	2613
	% Evening	24.2	18.7	12.6	3.9	4.0	8.8	1.4	0.6	25.7	0.0	0.1	100.0	100.0	71.7
	Total	1808	1272	930	295	224	514	70	124	1492	0	7	6736	7046	5381
	% Total	26.8	18.9	13.8	4.4	3.3	7.6	1.0	1.8	22.2	0.0	0.1	100.0	100.0	76.4
LAPC	Day	8852	9175	9239	2708	586	2490	96	123	8397	86	37	41789	40902	32040
	% Day	21.2	22.0	22.1	6.5	1.4	6.0	0.2	0.3	20.1	0.2	0.1	100.0	100.0	78.2
	Evening	2964	3283	2471	666	250	937	25	23	3574	0	20	14213	15268	11094
	% Evening	20.9	23.1	17.4	4.7	1.8	6.6	0.2	0.2	25.2	0.0	0.1	100.0	100.0	72.7
	Total	11816	12458	11710	3374	836	3427	121	146	11971	86	57	56002	56230	43134
	% Total	21.1	22.3	20.9	6.0	1.49	6.1	0.2	0.3	21.4	0.2	0.1	100.0	100.0	76.7
LASW	Day	1353	1643	2094	929	319	1139	2	104	2536	0	17	10136	9878	7346
	% Day	13.4	16.2	20.7	9.2	3.2	11.2	0.0	1.0	25.0	0.0	0.2	100.0	100.0	74.4
	Evening	876	1064	1136	441	175	490	0	43	1518	0	5	5748	5671	4129
	% Evening	15.2	18.5	19.8	7.7	3.0	8.5	0.0	0.8	26.4	0.0	0.1	100.0	100.0	72.8
	Total	2229	2707	3230	1370	494	1629	2	147	4054	0	22	15884	15549	11475
	% Total	14.0	17.0	20.3	8.6	3.1	10.3	0.0	0.9	25.5	0.0	0.1	100.0	100.0	73.8

TABLE 22 (continued)

GRADE DISTRIBUTION AND RETENTION RATES BY DAY, EVENING AND COLLEGE, FALL 1983

College	Type of Enrollment	GRADE DISTRIBUTION A	B	C	D	Inc.	F	Non-Credit Credit	Non-Credit	W	IP	RD	Total	RETENTION First Census	End of Semester
LATTC	Day	5283	6303	6745	2258	333	1606	96	244	4434	148	316	27766	24506	20271
	% Day	19.1	22.7	24.3	8.1	1.2	5.8	0.4	0.9	16.0	0.5	1.1	100.0	100.0	82.7
	Evening	2217	2517	2280	824	149	664	59	6	2314	0	234	11264	11857	9110
	% Evening	19.7	22.4	20.2	7.3	1.3	5.9	0.5	0.1	20.5	0.0	2.1	100.0	100.0	76.8
	Total	7500	8820	9025	3082	482	2270	155	250	6748	148	550	39030	36363	29381
	% Total	19.2	22.6	23.1	7.9	1.2	5.8	0.4	0.6	17.3	0.4	1.4	100.0	100.0	80.8
LAVC	Day	7280	6141	5864	1600	806	1708	123	396	7191	0	2	31111	31031	23524
	% Day	23.4	19.7	18.9	5.1	2.6	5.5	0.4	1.3	23.1	0.0	0.0	100.0	100.0	75.8
	Evening	3592	3512	2777	603	456	999	39	87	4490	0	1	16556	17494	12481
	% Evening	21.7	21.2	16.8	3.6	2.8	6.0	0.2	0.5	27.1	0.0	0.0	100.0	100.0	71.3
	Total	10872	9653	8641	2203	1262	2707	162	483	11681	0	3	47667	48525	36005
	% Total	22.8	20.3	18.1	4.6	2.7	5.7	0.3	1.0	24.5	0.0	0.0	100.0	100.0	74.2
WLAC	Day	2992	2825	2789	1099	274	1424	0	18	3102	0	6	14529	13016	9825
	% Day	20.6	19.4	19.2	7.6	1.9	9.8	0.0	0.1	21.4	0.0	0.0	100.0	100.0	75.5
	Evening	1543	1459	1300	399	170	702	4	23	1809	0	1	7410	7818	5747
	% Evening	20.8	19.7	17.5	5.4	2.3	9.5	0.1	0.3	24.4	0.0	0.0	100.0	100.0	73.5
	Total	4535	4284	4089	1489	444	2126	4	41	4911	0	7	21939	20834	15572
	% Total	20.7	19.5	18.6	6.8	2.0	9.7	0.0	0.2	22.4	0.0	0.0	100.0	100.0	74.7

TABLE 22 (continued)

GRADE DISTRIBUTION AND RETENTION RATES BY DAY, EVENING AND COLLEGE, FALL 1983

College	Type of Enrollment	GRADE DISTRIBUTION												RETENTION	
		A	B	C	D	Inc.	F	Credit	Non-Credit	W	IP	RD	Total	First Census	End of Semester
LACCD	Day	43821	45710	45354	14357	4770	13904	234	1911	45581	528	493	216819	208875	161654
	% Day	20.2	21.1	20.9	6.6	2.2	6.4	0.1	0.8	21.0	0.2	0.2	100.0	100.0	77.4
	Evening	17947	19125	16334	4891	2359	6723	228	418	22470	0	301	90804	96404	70934
	% Evening	19.8	21.1	18.0	5.4	2.6	7.4	0.3	0.5	24.8	0.0	0.3	100.0	100.0	73.6
	Total	61768	64835	61688	19248	7129	20627	462	2329	68051	528	794	307623	305279	232588
	% Total	20.1	21.1	20.1	6.3	2.3	6.7	0.2	0.8	22.1	0.2	0.3	100.0	100.0	76.2

Table 23: Source and Level of Transfer Students by College, Fall 1983

Description:

Table 23 provides information about the source of students who transferred to a District college in Fall 1983 from another California postsecondary institution. The table indicates the educational level of transfers from other community colleges, the University of California (UC) and California State University (CSU) systems, and other California private colleges.

Discussion:

Incoming transfer students increased in number 2% from Fall 1982 to Fall 1983, comprising 19% of Fall 1983 enrollment. Sixty percent of these transfers were from another community college, half of them within the District. Therefore, only 40% of incoming transfers can be regarded as "reverse transfers," i.e., coming from a senior to a junior institution. Nearly a fourth (24%) of inbound transfers came from the CSU system. Seven percent were from UC and 10% from private institutions. Both community college and CSU transfers increased from 1982 to 1983 by 7% for community college and 3% for CSU transfers. The number of UC transfers fell 11%, while private college transfers dropped 14% between the two years.

More than half (51%) of all transfers were freshmen; 15% were sophomores and 34% were above the sophomore level, with more than 60 units of earned credit. The number of freshmen transfers increased 5% between 1982 and 1983 while those with more than 60 units decreased 4%; there was no change in the number of sophomore transfers. The distribution of transfer students by educational level varied among transfer sources. Freshmen were a 63% majority of community college transfers, but those with 60 units or more were 60% of CSU transfers, 56% of UC and 45% of private college transfers.

Among colleges, the proportion of incoming transfers varied widely from 33% at West to 6% at City. Inbound transfers were 39% of Instructional Television students.

TABLE 23

SOURCE AND LEVEL OF TRANSFER STUDENTS BY COLLEGE, FALL 1983[1]

Source and Level	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	ITV	TOTAL
California Community Colleges											
Freshmen	798	476	573	419	1437	839	1273	1592	1067	177	8651
Sophomores	352	97	168	86	443	145	253	458	364	71	2437
60+ Units	387	78	192	132	394	144	247	404	352	71	2402
Total California Community Colleges[2]	1537	652	1041	637	2274	1128	1846	2456	1789	323	13683
Total from Eight Other LACCD Campuses	670	333	257	493	1084	658	1054	1395	881	179	7004
CSU System											
Freshmen	167	69	127	77	373	118	112	264	113	15	1435
Sophomores	92	16	70	22	205	13	30	145	59	8	660
60+ Units	409	58	264	182	942	84	147	798	339	44	3267
Total CSU System[2]	668	143	489	281	1520	215	299	1208	511	67	5401
UC System											
Freshmen	37	43	31	18	120	20	45	111	86	2	513
Sophomores	10	12	11	6	54	2	2	32	41	1	171
60+ Units	83	34	57	27	210	17	36	215	207	7	893
Total UC System[2]	130	89	109	51	384	39	84	359	334	10	1589
California Private Colleges											
Freshmen	99	102	57	45	141	55	111	242	105	2	959
Sophomores	34	20	23	3	46	3	10	55	29	1	224
60+ Units	126	36	92	51	176	34	58	222	209	3	1007
Total California Private Colleges[2]	259	158	190	99	363	93	183	520	344	6	2215
Total Freshmen	1101	690	788	559	2071	1032	1541	2209	1371	196	11558
Total Sophomores	488	145	272	117	748	163	295	690	493	81	3492
Total 60+ Units	1005	206	605	392	1722	279	489	1639	1107	125	7569
Total Transfers[2]	2594	1042	1829	1068	4541	1475	2412	4543	2978	406	22888
Percent of Total College Enrollment	16.4	5.9	18.3	27.7	21.4	23.6	16.2	22.6	33.3	39.4	19.1

[1]Source: State Chancellor's Student Data Tape (D03301.SY382), Fall 1982. This table displays the total number of students who ever transferred from another college. New transfer students constituted 40% of the Community College, 33% of CSU, 35% of UC, and 38% of private college transfers.

[2]The total is greater than the sum of the Freshmen, Sophomores and 60+ units categories because it includes students whose level was unknown.

Table 24: Transfers to California Public Four-Year Institutions by College of Origin, Fall 1983 and Fall 1982

Description:

Table 24 provides data on the number of students who transferred from each college to the University of California (UC) or California State University (CSU) systems in Fall 1982 and Fall 1983; districtwide totals are also given.

Discussion:

Transfers from District colleges to public four-year institutions in California dropped 4% between 1982 and 1983, continuing a long, eight-year decline. The number of transfers to the UC system, however, actually increased 4%, a sign of closer cooperation between the University of California at Los Angeles (UCLA) and the District. Transfers to the CSU system fell 5.5%, although an 86% majority of District UC/CSU transfers did enroll in the CSU system.

Much of the overall decline can be attributed to losses in transfers from colleges which have traditionally generated the largest numbers of District transfers. Among traditional high-transfer colleges, City and Valley have experienced steady losses, which probably result from demographic shifts in their service areas. Pierce, however, lost 97 students from 1982 to 1983, nearly equal to the previous year's gain of 99 students. This appears to be an anomaly unexplained by trends--a quirk of fall-spring entrance decisions or credit completions. Pierce transfer losses accounted for most of the districtwide decline between the two years--97 of 150.

Five of the nine colleges gained in transfers for a total increase of 43. All of these colleges have been involved in Project ACCESS, a program of assessment, placement and follow-up originally designed to improve rates of transfer. This suggests that intervention strategies and special programs can make a difference in transfer rates, a finding supported by a recent California Postsecondary Education Commission study on transfer education in the state.

A number of District students transferred to the University of Southern California (USC). In Fall 1983, this number was 230 districtwide, compared to 299 transferring to UCLA. The breakdown of transfers to USC among colleges in Fall 1983 was:

City	51	Southwest	6
East	36	Trade-Tech	9
Harbor	32	Valley	41
Mission	2	West	21
Pierce	32		

The narrative section of College Annual Reports describes a number of efforts at colleges directed toward the improvement of programs and support services for transfer students.

TABLE 24

TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS BY COLLEGE OF ORIGIN, FALL 1983 AND FALL 1982

		ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
University of California System[1]											
	Fall 1983	50	88	47	3	117	5	7	93	37	447
	Fall 1982	47	83	40	4	117	4	7	96	31	429
California State University System[2]											
	Fall 1983	351	407	351	41	741	129	136	513	166	2835
	Fall 1982	338	427	355	38	838	123	121	562	199	3001
TOTALS	Fall 1983	401	495	398	44	858	134	143	606	203	3282
	Fall 1982	385	510	395	42	955	127	128	658	230	3430

[1]Source: Data were obtained from, Update of California Community College Transfer Student Statistics Fall 1983, California Postsecondary Education Commission, Sacramento, California, 1984.

[2]Source: Data for 1982 were obtained from Statistical Report, Number 8 - Origin of Fall Term Enrollment, Division of Institutional Research, Office of the Chancellor, The California State University and Colleges, 1983. Data for 1983 were obtained from, Update of Community College Transfer Student Statistics Fall 1983, California Postsecondary Education Commission, Sacramento, California, 1984.

Table 25: Transfers to California Public Four-Year Institutions, Fall Semesters 1974-83

Figure 11: Transfers to California Public Four-Year Institutions, Fall Semesters 1974-83

Description:

Table 25 provides a historical record of the number of District students who transferred to the University of California (UC) and California State University (CSU) systems from Fall 1974 through Fall 1983. Figure 11 is a graphic illustration of these trends.

Discussion:

In Fall 1983, the decline in UC/CSU transfers was 4.3%, nearly equal to the average 4.4% annual decline during the eight years from 1975 to 1983. Transfers to the UC system, however, actually increased 4.2%. Transfers to the CSU system, comprising 86% of all District transfers in Fall 1983, dropped 5.5%.

Statewide, the 1982-83 change in the number of transfers actually showed a 1.7% increase, following a .5% gain the previous year. The growth was 1.5% for transfers to the CSU system and 7.5% for UC transfers--a pattern consistent with District trends. The number of additional transfer students, however, was small for both segments--168 students to UC and 450 to CSU. The total number of transfers to both segments in Fall 1983 was still lower than in any of the ten years between Fall 1971 and Fall 1980, and 18% less than in Fall 1975 when transfer numbers reached an all-time high. The 1975-83 decline for the District, however, was nearly twice as great, at 35%.

A number of factors influences transfer rates: the characteristics of students and enrollment (ethnicity, age, full-time attendance, sophomore status, transfer goals), four-year policies and programs (admissions, recruitment and tuition; the availability of high-demand programs such as business and engineering), access to financial aid (such as the GI bill, which may have inflated transfer numbers in the mid-1970s), coordination of articulation efforts and special services to transfer students.

In the five years preceding Fall 1983 enrollment rose 10% while the number of sophomores dropped 24%; whites, those under 20 years and full-time students also declined from 1% to 3%. Students reporting transfer goals were 36% of those surveyed in Fall 1978 but 31% of Fall 1982 respondents. Also during this period there have been many changes in university policies, the availability of transfer programs and financial aid, articulation agreements and services to transfer students. These changing factors have affected declines in District transfers. Nevertheless, efforts at District colleges to improve the transfer function show positive effects, as noted in the discussion of Table 24.

Figure 11: Transfers to California Public Four-Year Institutions, Fall Semesters 1974-83

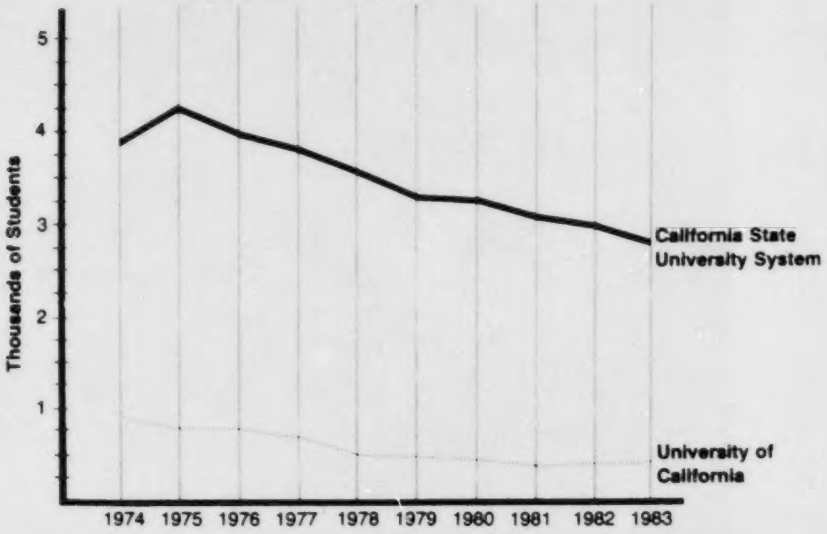

TABLE 25

TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS, FALL SEMESTERS 1974-83

	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
University of California System[1]	907	796	744	681	536	509	466	395	429	447
California State University System[2]	3900	4264	3985	3829	3589	3302	3294	3121	3001	2835
TOTAL	4807	5060	4729	4510	4125	3811	3760	3516	3430	3282

[1] Source: Summary of First Year Performance at the University of California for New Students Entering Fall Quarter, Office of Student Academic Service, University of California Systemwide Administration, 1973-79. Data for 1980 through 1983 were provided by the California Postsecondary Education Commission Office.

[2] Source: Statistical Report, Number 8 - Origin of Fall Term Enrollment, Division of Institutional Research, Office of the Chancellor, The California State University and Colleges, 1973-83. Data for 1983 were provided by the California Postsecondary Education Commission Office.

Table 26: Awards Conferred by Type and College, 1982-83 and 1983-84

Description:

Table 26 presents the number of associate degrees and certificates awarded by each college and districtwide in 1982-83 and 1983-84.

Discussion:

The number of total awards declined 12% between 1982-83 and 1983-84, following a 13% annual increase the previous year. Associate degree awards fell 11% and certificates 13%. There were 698 fewer associate degrees earned, which made up more than 70% of awards both years, and 304 fewer certificates.

Percentage declines for associate degrees were greatest for City (-25%) and Southwest (-16%), but numerical losses at City, Trade-Tech and Valley accounted for 73% of the total decrease. The drop in certificates was primarily the result of fewer awards made at Trade-Tech, with a 39% decline following an 86% annual gain the previous year.

The number of awards varies by year and by college; fluctuations are particularly high in numbers of certificates earned. Looking at change in awards over the past five years, changes in degrees ranged from -11% to +3%, with gains in two of the years and losses in three. Certificate changes ranged from -32% to +57%, with gains in three of the years and losses in two. Among colleges, Trade-Tech and Harbor were the only colleges to have five-year increases in both degrees and certificates; total awards rose 21% at Trade-Tech and 13% at Harbor. Mission, Southwest and West, all developing institutions, had net award gains from 1978-79 to 1983-84, resulting from higher increases in certificates than decreases in degrees. Five-year net losses were greatest for those colleges with the highest number of awards earned in 1979-80: Valley (-22%), Pierce (-14%) and City (-11%). These colleges have also sustained losses in transfer students as discussed in the analysis of Table 24, indicating a change in student goals and characteristics.

TABLE 26

AWARDS CONFERRED BY TYPE AND COLLEGE, 1982-83 AND 1983-84[1]

TOTAL	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	TOTAL
Associate Degrees:										
1983-84	793	841	580	112	1,002	285	639	1,090	223	5,565
1982-83	882	1,127	558	111	1,062	361	758	1,196	208	6,263
Certificates:										
1983-84	290	282	74	28	38	29	894	189	264	2,088
1982-83	125	195	60	22	45	79	1,463	223	180	2,392
Total:										
1983-84	1,083	1,123	654	140	1,040	314	1,533	1,279	487	7,653
1982-83	1,007	1,322	618	133	1,107	440	2,221	1,419	388	8,655

[1]Source: For 1983-84, the Higher Education General Information Surveys (HEGIS) were used for degrees and other formal awards conferred between July 1, 1983 and June 30, 1984. For 1982-83, Associate Degrees and Certificates awarded between July 1, 1982 and June 30, 1983 were reported by college Offices of Admissions and Records.

Table 27: Ten-Year Trend in Awards Conferred by Type, 1974-75 through 1983-84

Figure 12: Awards Conferred by Type, 1974-75 through 1983-84

Description:

Table 27 shows the number of associate degrees and certificates earned by District students from 1974-75 through 1983-84. Associate degrees are awarded for completion of 60 units or more in prescribed courses, while certificates are granted for completion of a directed sequence of courses in a major. Except for the last two years, when data were reported by college staff, degree information was collected through the Higher Education General Information Survey (HEGIS). These forms have recently been sent to colleges too late to meet Annual Report publication deadlines. Figure 12 graphically illustrates annual changes in earned awards.

Discussion:

Total awards declined 25% over the ten-year period, with the 12% decline from 1982-83 to 1983-84 the greatest annual loss for the decade. While gains were made in four of the nine years following 1974-75, losses prevailed.

A 34% decrease in associate degree awards accounted for the total decline; the number of certificates earned increased 19%.

The number of degrees awarded declined rather steadily during the period, with small annual increases ranging from .2% to 5% in three of the nine years following 1974-75. The number of certificate awards fluctuated widely, from +57% to -19%, with gains in five of the years. Overall, the data indicate a trend away from degree goals to certificate objectives. Although the majority of awards remain associate degrees rather than certificates, the proportion degrees were of total awards fell from 83% in 1974-75 to 73% in 1983-84.

As the graph illustrates, losses in total awards were greatest in the three-year period between 1976-77 and 1979-80, fluctuating since but with a 5% decline in the last five years compared to a 11% drop in the first five years. The graph also shows the overall ten-year decline in degrees and incline in certificates awarded.

Figure 12: Awards Conferred by Type, 1974-75 through 1983-84

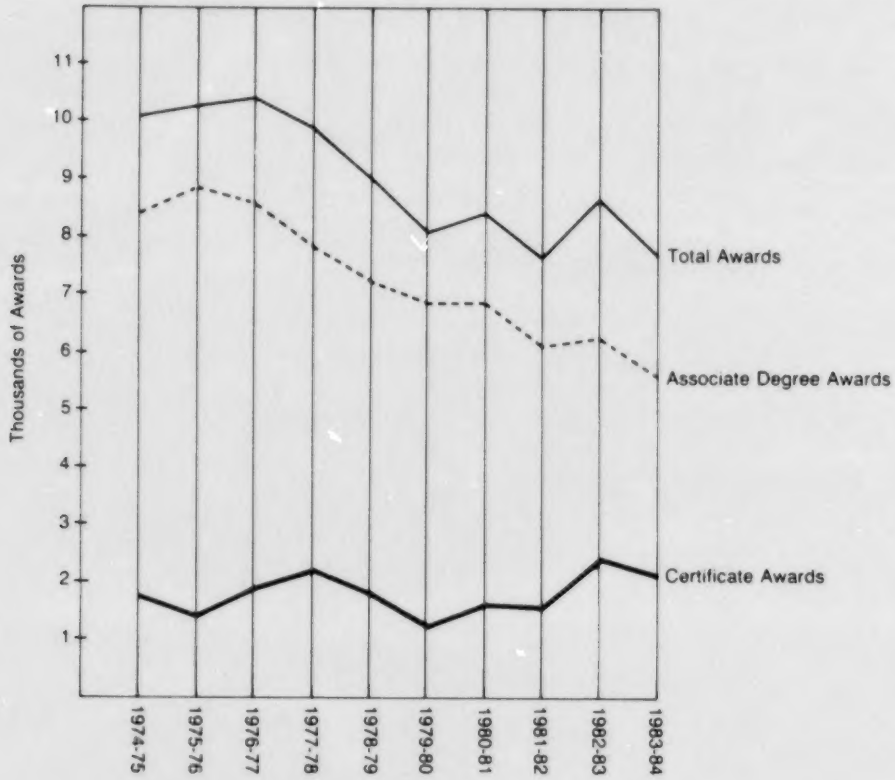

TABLE 27

TEN-YEAR TREND IN AWARDS CONFERRED BY TYPE, 1974-75 THROUGH 1983-84[1]

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Associate Degrees	8,395	8,809	8,576	7,776	7,247	6,832	6,846	6,106	6,263	5,565
Certificates	1,753	1,485	1,819	2,129	1,790	1,224	1,549	1,528	2,392	2,088
Total	10,148	10,294	10,395	9,905	9,037	8,056	8,395	7,634	8,655	7,653

[1]Source: For 1974-75 through 1981-82 and in 1983-84, the Higher Education General Information Surveys (HEGIS) for degrees and other formal awards were used. For 1982-83, Associate Degrees and Certificates awarded between July 1, 1982 and June 30, 1983 were reported by college Offices of Admissions and Records.

Student Support Services

In previous Annual Reports, a table on library holdings, acquisitions and transactions has been included. Data are reported as specified by HEGIS (Higher Education General Information Survey), a national data reporting process. These data have not been required for the past three years, making data obsolete. Anecdotal reports and some statistics are reported in the first volume of Annual Reports, which include narrative reports from the colleges. In general, these reports describe severe cutbacks for 1983-84.

The only table included under Student Support Services this year, then, is the following table on services to special student groups.

Table 28: Services to Special Student Groups by College: Veterans, Handicapped Students, EOP&S Students, Other Financial Aid Recipients and Foreign Students, Fall 1982 and Fall 1983

Description:

Table 28 presents the numbers of students who received the following specialized services in Fall 1982 and Fall 1983: veterans' assistance, services for handicapped students, Extended Opportunity Programs and Services (EOP&S), financial aid and foreign student advisement. Numbers are given for each college; the percentage change for the two-year period is provided for District totals in each service category.

Each service listed provides categorical assistance to students meeting specified eligibility criteria.

Discussion:

The number of students receiving assistance in specified categories declined 14% between 1982 and 1983, following a 19% drop from 1981 to 1982. The 14% decrease is slightly higher than the overall enrollment decline of 12%. In some categories, however, more students were aided than in 1982, when all categories registered losses. Students participating in EOP&S increased 5%, while foreign students assisted rose by 32%. Declines were greatest among students receiving veterans' benefits (-32%) and among other financial aid recipients (-22%). Handicapped students receiving services also declined 14%.

Among colleges, only Valley increased services to special student groups, primarily EOP&S, handicapped and foreign students; all other colleges reported overall declines. Decreases were most severe at Harbor (-26%), Trade-Tech (-23%) and Pierce (-21%). Colleges other than Valley with below-average declines were City (-7%), East (-8%), Mission (-8%) and Southwest (-11%).

TABLE 28

SERVICES TO SPECIAL STUDENT GROUPS BY COLLEGE: VETERANS, HANDICAPPED STUDENTS, EOP&S STUDENTS, OTHER FINANCIAL AID RECIPIENTS, AND FOREIGN STUDENTS, FALL 1982 AND FALL 1983[1]

College	Year	Veterans Receiving Educational Benefits[2]	Handicapped Students Served[3]	EOP&S Students Served[4]	Other Financial Aid Recipients[5]	Foreign Students Served
ELAC	F 83	269	326	1422	793	27
	F 82	537	360	1400	728	63
LACC	F 83	319	605	2817	1988	121
	F 82	451	618	2700	2320	169
LAHC	F 83	251	155	397	389	29
	F 82	400	202	414	602	25
LAMC	F 83	67	89	266	125	13
	F 82	92	103	300	113	9
LAPC	F 83	320	795	312	644	61
	F 82	495	688	492	916	111
LASC	F 83	132	125	908	1168	40
	F 82	143	128	683	1609	63
LATTC	F 83	582	358	2206	1731	45
	F 82	765	879	2003	2715	50
LAVC	F 83	388	459	584	852	70
	F 82	549	403	396	897	52
WLAC	F 83	157	180	515	562	11
	F 82	226	182	614	724	9
Totals	F 83	2485	3092	9427	8252	417
	F 82	3658	3563	9002	10624	551
% of Change		-32.1	-13.2	+4.5	-22.3	-24.3

[1]Data on veterans, handicapped students, Educational Opportunity Programs and Services (EOP&S) students and other financial aid recipients are from the Office of Student Services Division, Los Angeles Community Colleges. Data on foreign students represent only those with F-1 visas.

[2]Source: Data Processing Report D4717-001, Enrollment of Students Receiving Veterans Financial Assistances. The numbers for Fall 1982 do not match those in the 1982-83 Annual Report because the data source was updated.

[3]Source: Handicapped Student Programs and Services--Direct Excess Cost Report.

[4]These figures represent unduplicated totals for the entire year.

[5]These figures cover the entire year, for both 1982-83 and 1983-84.

Fiscal and Personnel Resources

Table 29: General Purpose Expenditures by College, 1982-83 and 1983-84, in Dollars

Description:

Table 29 presents the distribution of general purpose expenditures to major expense categories for each college and for the District Office in fiscal years 1982-83 and 1983-84. The expense categories are limited to Program 100 accounts, including the regular, annual operating budget but excluding income-producing programs such as the bookstore, cafeteria or specially-funded programs.

Discussion:

General purpose expenditures in 1983-84 declined 9% from the previous year. Double-digit expenditure decreases were apparent in all but two of the expense categories and ranged from a 13% decline in operating expenses to a 27% decrease for sites, buildings and equipment. Instructor disbursements dropped 6%. Retirement incentives and lump-sum vacation payments in 1982-83, subtracted from the employee benefits category, were more than four times as great as the incentive/lump-sum vacation payments paid during 1983-84; hence, the data for 1983-84 show an increase in employee benefits paid districtwide.

Personnel expenditures, including employee benefits, accounted for 90% of total District expenditures during the years under consideration. Approximately 8% less was expended in 1983-84 than in 1982-83. Expenditures for all certificated staff, about two-thirds of personnel costs, also declined 8%. Expenditures for certificated administrators and other non-teaching certificated personnel were reduced 15% from 1982-83, while disbursements for instructors dropped 6%. Expenditures for non-certificated staff were about a third of total personnel expenses; these declined 16% between 1982-83 and 1983-84.

Reductions in non-personnel accounts were also substantial, ranging from 13% to 27% among various accounts. Disbursements for books and supplies were down by over 13%. For the third consecutive year, operating expenses have declined, decreasing 33% since 1980-81. Expenditure curtailments for sites, building and equipment continued to be severe for the fourth consecutive year, although the 27% drop in 1983-84 was less than the 47% decrease in 1982-83.

Variations in expenditures by individual colleges reflect differences in size as measured by enrollment or weekly student contact hours (WSCH). A rough measure of expenditures per WSCH can be computed by dividing college expenditures by the total WSCH for fall and spring semesters. In 1983-84, the five largest colleges--Pierce, Valley, City, East and Trade-Tech--had the lowest costs per WSCH, ranging from $49 to $53. The smaller colleges had much higher figures: $96 for Mission and $77 for Southwest.

TABLE 29

GENERAL PURPOSE EXPENDITURES BY COLLEGE, 1982-83 AND 1983-84, IN DOLLARS[1]

Objects	Year	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District[2] Administrative Offices	Total	Percent Change
Instructors	83-84	8,592,991	11,095,529	6,182,274	1,886,015	11,039,257	3,681,551	9,501,127	10,304,892	4,648,788	50,150	66,982,574	- 6.4
	82-83	8,992,218	11,691,027	6,685,742	2,100,883	11,700,818	3,970,457	10,338,980	10,921,576	5,090,563	68,377	71,560,641	
Certificated Administrators	83-84	618,878	601,376	601,993	370,998	683,709	569,606	1,003,109	657,979	597,815	1,216,559	6,922,002	-15.5
	82-83	797,809	730,982	639,872	467,993	770,304	629,906	1,291,205	785,646	653,583	1,424,135	8,191,435	
Other Certificated	83-84	1,027,368	1,293,794	833,691	421,178	1,343,003	602,785	871,843	1,240,388	836,623	313,155	8,783,828	-15.4
	82-83	1,133,282	1,549,908	1,033,779	510,050	1,517,833	757,817	1,150,801	1,460,060	1,055,658	218,825	10,388,013	
Non-Certificated	83-84	3,356,204	4,122,985	2,738,216	1,036,458	3,952,178	2,048,163	4,180,968	3,374,572	2,606,886	6,747,757	34,164,387	-16.7
	82-83	3,902,774	4,798,896	3,286,103	1,176,324	4,378,499	2,427,312	5,162,455	4,459,957	3,398,458	8,033,815	41,024,593	
Employee Benefits	83-84											28,266,277	+ 6.8
	82-83											26,458,572	
Books, Supplies	83-84	240,468	305,351	201,989	121,670	333,506	159,159	378,919	295,685	237,515	323,193	2,597,455	-13.7
	82-83	253,287	327,007	315,096	150,153	308,215	161,161	428,908	367,542	370,777	328,156	3,010,302	
Operating Expenses	83-84	1,486,019	1,039,391	744,456	733,579	1,406,864	852,658	1,085,611	1,133,176	772,610	3,864,587	13,118,951	-12.9
	82-83	1,242,636	1,128,958	818,292	801,229	1,366,433	791,168	1,351,505	1,066,463	895,440	5,606,573	15,068,697	
Sites, Bldgs., Equipment	83-84	7,831	44,169	40,418	6,443	30,400	4,999	159,136	7,369	7,380	132,992	441,137	-27.4
	82-83	1,510	17,398	73,333	49,531	118,096	11,614	104,954	11,531	69,851	149,799	607,617	
Transfers	83-84	--	--	--	--	--	--	--	--	--	--	--	
	82-83	--	--	--	--	--	--	--	--	--	--	--	
Totals	83-84	15,329,759	18,502,595	11,343,037	4,576,341	18,788,917	7,918,921	17,180,713	17,014,061	9,707,617	12,648,393	161,276,631	- 8.5
	82-83	16,323,516	20,244,176	12,852,217	5,256,163	20,160,198	8,749,435	19,828,808	19,072,775	11,534,330	15,829,680	176,309,870	

[1]Sources: Budget by Object Reports F3060-001, 1982-83 and 1983-84, Business Services Division
Financial Reports F3075-001 as of 8/3/83 and as of 7/31/84, Business Services Division
Programs 100, 169 (International Education) and 173 (instructional Television) are included.

[2]International Education and Instructional Television are included.

Table 30: Special Purpose Expenditures, 1982-83 and 1983-84, in Dollars

Description:

Table 30 reports special purpose expenditures districtwide for 1982-83 and 1983-84, and indicates the percentage change in disbursements between the two years.

Discussion:

Each of the programs listed as a column heading in Table 30 is budgeted under a distinct program account number to separate its financial transactions (income and expenditures) from those of the general fund. Accounts for such activities as Bookstores, Cafeterias and Community Services all generate income as well as incur expenses. In addition, some programs produce reimburseable ADA; examples are Instructional Television and International Education. Handicapped Services and Child Development Centers receive categorical funding; user fees help to defray the costs of the latter.

Special purpose expenditures declined slightly (-2%) from 1982-83 to 1983-84. There were substantial increases, however, in employee benefits (+38%), operating expenses (+17%) and buildings and equipment (+19%). The rise in employee benefits is primarily the result of benefits for Cafeteria and Community Services personnel being financed from the General Fund prior to 1983-84. Personnel expenditures, including employee benefits, declined almost 5% from 1982-83 to 1983-84. Non-certificated staff disbursements, accounting for about two-thirds of total personnel spending for special purpose accounts, dropped 12% while spending for certificated personnel rose a modest .5%.

For income-generating programs, differences in annual expenditures varied. Bookstore expenditures increased 2% and Community Services disbursements rose 13%. Cafeteria spending, however, declined 25%. International Education had an expenditure gain of 3%, while spending for Child Development Centers decreased 2%; disbursements were nearly equal for Handicapped Services and Instructional Television.

TABLE 30

SPECIAL PURPOSE EXPENDITURES, 1982-83 AND 1983-84, IN DOLLARS[1]

Objects	Year	Bookstore	Cafeteria	Child Development Centers	Community Services	Handicap	Instructional Television	International Education	Total	Percent Change
Certificated	83-84			1,067,767		890,465	249,252	113,114	2,320,598	+ 0.5
	82-83			980,966	57,108	934,411	218,105	119,601	2,310,191	
Non-Certificated	83-84	1,423,039	1,259,312	58,847	1,870,716	507,818	94,952	20,858	5,235,542	-12.0
	82-83	1,544,009	1,779,382	160,873	1,878,354	463,227	111,977	11,666	5,949,488	
Employee[2] Benefits	83-84	360,117	150,000	186,193	150,838		75,099	25,957	948,204	+38.3
	82-83	387,723	--	197,685	--		76,431	23,903	685,742	
Books, Supplies	83-84	9,054,123	1,401,805	15,741	346,053	13,353	29,965	3,341	10,864,381	- 2.2
	82-83	8,753,023	1,955,597	11,671	337,454	10,014	40,461	3,614	11,111,834	
Operating Expenses	83-84	262,960	67,034	13,076	753,336	12,515	85,293	3,193	1,197,407	+16.8
	82-83	282,449	120,120	19,907	498,336	11,935	88,821	3,626	1,025,194	
Sites, Bldgs., Equipment	83-84	49,904		103,636	34,572	3,364	--	--	191,476	+18.9
	82-83	22,595		102,345	29,464	6,251	411	--	161,066	
Totals	83-84	11,150,143	2,878,151	1,445,260	3,155,515	1,427,515	534,561	166,463	20,757,608	- 2.3
	82-83	10,989,799	3,855,099	1,473,447	2,800,716	1,425,838	536,206	162,410	21,243,515	

[1]Sources: Budget by Object Reports F3060-001, 1982-83 and 1983-84, Business Services Division, Financial Reports F3075-001 as of 8-3-83 and as of 7-31-84, Business Services Division

[2]Amounts shown for Instructional Television and International Education are estimated from personnel expenditures.

Table 31: General Fund Income by Sources, 1982-83 and 1983-84, in Dollars

Description:

Table 31 presents sources of general fund income reported in the Final Budget, 1983-84, presented to the Board of Trustees August 31, 1983. The District is required to adopt a budget in September of each fiscal year, even though in 1983, state funding remained uncertain. Annual percentage changes shown in the table therefore represent initial budget forecasts.

Discussion:

Heated debate continued through the fall of 1983 over the tuition issue, favored by the governor and opposed by the legislature. The governor's veto power over line-item appropriations threatened full community college funding without a legislative concession to some type of tuition. The September budget-filing requirement necessitated the Board of Trustee's adoption of measures designed to bring into balance a $29 million budget deficit. These measures included:

1. transfers from the Bookstore and Worker's Compensation Fund to the General fund;
2. the sale of property;
3. cancellation of open orders, elimination of deferred maintenance and safety correction programs and reduced support for student activities;
4. reductions in certificated staff through retirement incentives and reductions in hourly assignments;
5. an overall 5% salary reduction for all employees, subject to negotiation; and
6. classified staff layoffs, estimated at 500.

In late January, ABIXX was passed, releasing $96.5 million to community colleges for use in the remainder of 1983-84, but requiring first-time "enrollment fees" ($50 per semester for students taking six or more units and $5 per semester unit for students taking fewer than six units), beginning with the fall 1984 semester. The District received an augmentation of approximately $11.4 million, which, along with spending reductions and an increase in local tax revenues, enabled it to balance its budget without laying off classified employees or reducing salaries.

Even without the augmentation, it is clear that the state is the major funding source; the September Budget shows state income to be 73% of the total, with federal income 2% and local income 25%. The total General Fund Budget was $169.1 million in 1983-84, down from $188.5 million in 1982-83, or -10%.

TABLE 31

GENERAL FUND INCOME BY SOURCES, 1982-83 AND 1983-84, IN DOLLARS[1]

Sources	1982-83 Budget	1983-84 Budget	Percent Change
Federal	$ 9,552,490	$ 3,835,864	-59.8
State	132,833,751	121,397,959[2]	-8.6
Local Tax	29,633,756	31,427,266	+6.1
Other (County and Local)	11,005,893	9,538,518	-13.3
Total Income, General Fund	183,025,890	166,199,607	-9.2
Less Interfund Transfers	925,000	1,000,000	+8.1
Net Income, General Fund	182,100,890	165,199,607	-9.3
Beginning Balance	6,456,749	3,964,169	-38.6
Less Ending Balance	29,600	29,600	0.0
Amount Available	$188,528,039	$169,134,176	-10.3

[1]Office of the Chancellor, Final Budget 1983-84, Los Angeles Community College District, August, 1983, page 11.

[2]Includes for the first time projected revenues for the Extended Opportunity Program and Services (EOP&S) and Investment in People programs.

Table 32: Special Funds Awarded to Colleges and to the District, 1982-83 and 1983-84, in Dollars

Description:

Table 32 presents dollar amounts and percentage change in special fund awards by college and districtwide for 1982-83 and 1983-84. Part A shows awards by college and Part B awards received by the District.

Discussion:

The following describes types of sources to which community colleges apply for funding to support students, educational programs and services:

Financial Aid. Sources include direct aid and loan programs for students who are determined to be eligible based on need.

Educational Opportunity Programs and Services (EOP&S). This source supports services for students deemed eligible using need criteria.

Employment Training. Federal and state programs include the Comprehensive Employment and Training Act (CETA), Comprehensive Worker Education and Training Act (CWETA), the Joint Training Partnership Act (JTPA), Investment in People (IP) and the Employment Training Panel (ETP). The emphasis in these programs is on disadvantaged youth and adult job training and placement, and on the upgrading or retraining of employees or displaced workers.

Veterans' Cost of Instruction Program (VCIP). This is an extension of the federal GI Bill and supports veterans attending college.

Vocational Education Act (VEA). This is an extensive federal program supporting vocational education through funds for equipment and program development, and assistance to handicapped and disadvantaged vocational students.

Special Project Grants. Funding for these programs include both public and private sources; there is considerable competition for funding awards. Specific purposes vary, ranging from support for cultural activities to the improvement of instruction or services.

The total amount of special fund awards received by both colleges and the District increased 3%, from $20.5 million in 1982-83 to $21.1 million in 1983-84. Major increases were in job training programs, up 31% and nearly a third of all awards. College awards were 66% of the total in 1982-83, falling to 63% in 1983-84. Much of this decline was in student aid programs (financial aid, EOP&S), which were 82% of college awards in 1982-83 and 78% in 1983-84; funding for these programs dropped 6%. Special project grants increased 14%, rising from 8% to 10% of college awards. Awards from VEA fell 3%, but programs for limited English speakers increased 79% and postsecondary instruction (Subpart 2) gained 14%.

TABLE 32

SPECIAL FUNDS AWARDED TO COLLEGES AND TO THE DISTRICT, 1982-83 AND 1983-84, IN DOLLARS[1]

A. Awards to the Colleges

Fund Categories	% Change	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District Totals
Financial Aid[2]	1982-83	867,163	1,454,506	449,828	151,422	657,215	936,724	2,025,034	646,056	625,730	7,813,678
	1983-84	763,836	1,550,455	283,398	155,129	662,406	952,491	1,751,591	574,699	517,473	7,211,478
	% Change	-11.9	+6.6	-37.0	+2.4	+0.8	+1.7	-13.5	-11.0	-17.3	-7.7
Educational Opportunity Programs and Services (EOP&S)	1982-83	425,555	842,248	171,914	151,670	153,891	511,412	446,145	246,083	318,832	3,267,750
	1983-84	471,470	780,895	159,392	148,555	168,269	472,392	497,466	228,158	295,607	3,222,204
	% Change	+10.8	-7.3	-7.3	-2.1	+9.3	-7.6	+11.5	-7.3	-7.3	-1.4
Comprehensive Employment and Training Act (CETA) 1982-83 Job Training Partnership Act 1983-84											
Second Start Title IIA	1982-83		268,835								268,835
	1983-84		239,217								239,217
	% Change		-11.0								-11.0
Summer Youth Employment Program (SYEP)	1982-83	2,600		-----	1,300	2,600	1,950	2,600		-----	11,050
	1983-84	2,100		560	1,400	2,800	2,450	2,100		2,590	14,000
	% Change	-19.2		*	+7.7	+7.7	+25.6	-19.2		*	+26.7
Disadvantaged Youth & Adults (8%) SECG Portion	1982-83	-----	-----					-----			-----
	1983-84	381,954	46,076					48,940			476,970
	% Change	*	*					*			*
Displaced Workers Title III	1982-83		-----					-----			-----
	1983-84		491,250					236,900			728,150
	% Change		*					*			*
Totals CETA JTPA	1982-83	2,600	268,825	-----	1,300	2,600	1,950	2,600		-----	279,885
	1983-84	384,054	776,543	560	1,400	2,800	2,450	287,940		2,590	1,458,337
	% Change	+14,671.3	+188.9	*	+7.7	+7.7	+25.6	+10,974.6		*	+421.0

[1] Data has been provided by various sources within the Los Angeles Community Colleges including: The Office of Student Services, Educational Services Division. For any program, the District receives funds as the "Local Educational Agency" (LEA). In the categories of Financial Aid, EOP&S, CETA, VEA Subpart 3 projects, VCIP, and special project grants, the funding agencies determine colleges and central administrative offices. Although some awards are for multiple years, the total amount of each award is tabulated for the fiscal year in which the program begins.

[2] Figures include Pell, CWS, SEOGI, SEOGC, NDSL, and BEOG Supplemental awards.

* These are not continuing programs, therefore percentages are not relevant.

TABLE 32 (continued)

SPECIAL FUNDS AWARDED TO COLLEGES AND TO THE DISTRICT, 1982-83 AND 1983-84, IN DOLLARS[1]
A. Awards to the Colleges

Fund Categories	% Change	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District Totals
California Worksite Education and Training Act (CWETA)[3]											
Nursing Upgrade Program	1982-83									39,000	39,000
	1983-84									------	------
	% Change									*	*
Deaf Interpreter	1982-83					89,177					89,177
	1983-84					------					------
	% Change					*					*
CWETA TOTALS	1982-83					89,177				39,000	128,177
	1983-84					------				------	-------
	% Change					*				*	*
Investment in People	1982-83		38,055	221,880				352,238			612,173
	1983-84		69,157	72,576				-------			141,733
	% Change		+81.7	-67.3				*			-76.8
Special Project Grants	1982-83	856,366	30,540	5,840	49,317	9,000	840	6,943	146,245	9,705	1,135,636[4]
	1983-84	891,680	35,000	71,070	78,196	8,000	36,000	10,232	15,000	149,976	1,295,404[5]
	% Change	+4.1	+14.6	+1116.9	+58.5	-11.1	+4185.7	+47.4	-89.7	-1445.3	+14.1
Veterans' Cost of Instruction Program (VCIP)	1982-83		12,474	11,941	1,513	5,995	4,782	17,227	8,711	3,667	66,310
	1983-84		7,274	6,539	732	3,438	2,736	9,394	5,081	2,087	37,281
	% Change		-41.7	-45.2	-51.6	-42.7	-42.8	-45.5	-41.7	-43.1	-43.8

[3]No new funding of CWETA programs occurred after 1982-83.
[4]Total includes $2,840 awarded to Metropolitan College and the District Office.
[5]Total includes $250 awarded to the District Office.

TABLE 32 (continued)

SPECIAL FUNDS AWARDED TO COLLEGES AND TO THE DISTRICT, 1982-83 AND 1983-84, IN DOLLARS[1]

A. Awards to the Colleges

Fund Categories	% Change	ELAC	LACC	LAHC	LAMC	LAPC	LASC	LATTC	LAVC	WLAC	District Totals
Vocational Education Act (VEA) SUBPART 2 Projects	1982-83						70,034				70,034
	% Change						*				*
SUBPART 3 Projects	1982-83	1,415	1,415	1,415	1,415	1,415	91,404	1,415	1,415	1,415	102,724
	1983-84	-----	-----	-----	6,500	-----	------	6,500	-----	-----	13,000
	% Change	*	*	*	+ 359.4	*	*	+359.4	*	*	-87.3
TOTAL AWARDS TO THE COLLEGES	1982-83	2,153,099	2,648,073	862,818	356,637	919,293	1,687,180	2,903,507	1,048,510	998,597	13,577,714
	1983-84	2,432,201	3,219,324	593,535	390,512	844,913	1,466,069	2,563,123	822,938	967,733	13,301,293
	% Change	+13.0	+21.6	-31.2	+9.5	-8.1	-13.1	-11.7	-21.5	-3.1	-2.0

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TABLE 32 (continued)

SPECIAL FUNDS AWARDED TO COLLEGES AND TO THE DISTRICT, 1982-83 AND 1983-84, IN DOLLARS[1]

B. Awards to the District

Fund Categories		1982-83	1983-84	Percent Change
Vocational Education Act (VEA)				
Subpart 2:	Postsecondary Instruction	1,407,562	1,601,211	+14.0
	Disadvantaged Students	575,908	442,683	-23.0
	Limited English-Speaking Students	35,908	64,328	+79.0
	Handicapped Students[6]	393,575	280,439	-29.0
	Displaced Homemakers	50,270	50,267	-0-
	Support Services for Women	50,270	50,267	-0-
Subpart 3:	Program Improvement and Supportive Services	245,252	253,644	+ 3.0
Subpart 4:	Special Programs for Disadvantaged Students	70,929	-0-	-100.0
Subpart 5:	Consumer And Homemaking Education:			
	Postsecondary Instruction	27,370	31,677	+16.0
	Economically Depressed Areas	22,305	20,165	-10.0
VEA Total		2,879,349	2,794,681	- 3.0
Employment Training Panel (ETP)		4,000,000	5,000,000	+25.0

6VEA funds for handicapped students were awarded to the colleges on the basis of proposals judged and rated by the nine campus Handicap Coordinators. Therefore, the percentages do not represent program growth or decline, but proposal merit for that year.

Table 33: Personnel Distribution by Categories, Sex and Ethnicity, in Percentages, Fall 1983

Description:

Table 33 provides information about the distribution of District employees by ethnicity, sex and employment category in Fall 1983. Data are from the Affirmative Action Report published in May, 1984 by the Office of Governmental Affairs.

Discussion:

In compliance with federal and state civil rights legislation, the District maintains a continuing commitment to affirmative action personnel policies. Data reported in Table 33 were collected by college and District affirmative action officers. Every college and the District have set goals for each personnel category to make the ethnic and gender distributions reflect those in the population; they encourage the hiring and promotion of women and minorities to achieve these goals.

There were 464 fewer employees districtwide in Fall 1983 than in Fall 1982. Numerical losses were greatest for secretarial and clerical workers (-311) and for service and maintenance workers (-200). Part-time faculty increased by 197 individuals; there were 17 fewer full-time faculty. Hourly-rate instruction, however, made up the same proportion of total, active full-time equivalent instruction in Fall 1983 as in Fall 1982, at 34%.

In spite of the overall reduction in employees, the proportions of women and minorities in Fall 1983 remained only slightly lower than in Fall 1982; women were 42% of total employees in 1983 compared to 44% in 1982, while minorities were 36% in 1983 compared to 37.5% in 1982. The declines reflect the large drop in clerical workers, which were 86% female in 1983, and in service/maintenance workers, which were 65% minority.

Females continue to be underrepresented in management positions (28%), in typically male work roles such as skilled crafts (0%) and maintenance (26%), and in faculty (40% full-time, 25% part-time). Minorities are also underrepresented in faculty (24% full-time, 32% part-time) and overrepresented in clerical (59%) and maintenance (65%) occupations.

TABLE 33

PERSONNEL DISTRIBUTION BY CATEGORIES, SEX AND ETHNICITY, IN PERCENTAGES, FALL 1983[1]

Categories	Black		Hispanic		Asian/Pacific Islander		Alaskan Native/ American Indian		White		Total	Total	Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Female	Minority	Number
Executive Administrative Managerial	13.8	10.8	11.4	1.8	5.4	1.2	0.0	0.0	41.9	13.8	27.5	44.3	167
Faculty:													
Full-Time	4.4	6.0	5.1	3.1	2.3	2.6	0.2	0.1	48.5	27.8	39.6	23.6	1,956
Hourly	7.6	4.4	5.2	2.4	3.2	1.4	0.3	0.1	51.8	23.7	24.7	32.0	1,852
Professional/ Non-Faculty	6.0	0.5	0.3	0.3	10.5	10.5	0.0	0.1	32.0	29.5	48.5	38.5	200
Secretarial/ Clerical	4.0	26.1	2.8	12.0	2.2	11.4	0.1	0.8	4.6	36.0	86.4	59.3	961
Technical/ Paraprofessional	7.6	6.3	7.6	0.8	7.1	4.6	0.0	0.4	39.9	25.6	37.4	34.5	238
Skilled Crafts	12.5	0.0	19.8	0.0	5.2	0.0	1.0	0.0	62.5	0.0	0.0	38.5	96
Service Maintenance	36.6	13.8	9.2	1.9	2.4	0.7	0.3	0.1	25.6	9.5	25.9	64.9	749
Total	9.7	9.6	5.7	3.9	3.1	3.6	0.2	0.2	39.1	24.8	42.2	36.1	6,219

[1]Affirmative Action Report, Office of Governmental Affairs, Chancellor's Office, Los Angeles Community College District, May 1984. Personnel at Metropolitan College are not included.

Table 34: Personnel Distribution and Change by Location, Sex and Ethnicity, in Percentages, Fall 1982 and Fall 1983

Description:

Table 34 provides comparisons between Fall 1982 and Fall 1983 in the distribution of personnel at each college and the District Office by ethnicity and sex. The total number of employees at each location, and the annual percentage changes, are listed in the far right column of the table. Data were taken from the Affirmative Action Report published in May, 1984 by the District's Office of Governmental Affairs.

Discussion:

With a 7% total decline in the number of District employees between Fall 1982 and Fall 1983, Pierce was the only location to show any increase (4%), following a drop the previous year that was twice as high as the districtwide average. Unfortunately, the gain in staff did not improve minority or female representation at Pierce; the number of minorities fell 9% while females dropped 7%. The only college to gain in a protected classification was City, with a 2% increase in minority personnel.

Comparisons between the Fall 1983 ethnic distributions of personnel and of enrollment show that the proportion of white employees was much higher than the proportion of white students, at 64% compared to 38%. Black employment was more comparable to enrollment, at 19% compared to 23%; Asians were also fairly close, at 7% of employment compared to 12% of enrollment. Hispanics were underrepresented in employment, at 10% compared to 23% of enrollment.

Variations among colleges reflect enrollment patterns. For example, East enrolled the largest proportion of Hispanics in Fall 1983 (63%) and also employed the largest proportion of Hispanics (28%); 37% of all Hispanics were employed at East. Sixty-six percent of Southwest's employees and 96% of its students were black; Southwest, City and Trade-Tech employed 58% of all black personnel districtwide. At Pierce, 73% of students and 89% of staff were white, and at Valley, whites were 66% of students and 87% of staff; 37% of all whites employed by the District worked at Pierce or Valley. Fifty-four percent of Asian employees worked at City, East or the District Office; City and East had the highest proportions of Asian students, at 23% for City and 18% for East. The District Office employed the highest proportion of Asians (22%) and except for Southwest, the lowest proportion of whites (44%). Females were also a higher proportion of District Office employment than of other locations, at 55% compared to an average of 42% districtwide.

TABLE 34

PERSONNEL DISTRIBUTION AND CHANGE BY LOCATION, SEX AND ETHNICITY, IN PERCENTAGES, FALL 1982 AND FALL 1983[1]

College/ Location	Year	Black	Hispanic	Asian/Pacific Islander	Alaskan Native/ American Indian	White	Total Female	Total Minority	Total Number	Percent Change
ELAC	F 83	8.5	27.7	9.5	0.5	53.7	39.4	46.3	797	-6.9
	F 82	10.1	28.2	9.1	0.0	51.8	39.6	48.1	856	
LACC	F 83	24.6	6.7	8.1	0.1	60.4	42.9	40.1	836	-1.3
	F 82	24.5	6.7	7.4	0.2	61.0	41.7	38.9	847	
LAHC	F 83	14.8	6.6	6.7	0.3	71.6	42.1	28.1	623	-2.8
	F 82	17.6	7.6	7.5	0.3	66.9	46.6	33.0	641	
LAMC	F 83	9.5	20.7	3.9	0.0	65.9	51.4	34.1	179	-9.1
	F 82	10.6	21.8	4.6	1.0	61.9	56.8	38.0	197	
LAPC	F 83	5.7	3.3	2.1	0.2	88.6	40.4	11.4	871	+4.1
	F 82	6.4	4.0	2.0	0.4	87.0	45.0	13.0	837	
LASC	F 83	65.9	3.6	4.4	0.5	25.5	47.0	74.5	364	-18.8
	F 82	67.6	2.4	3.3	0.4	26.1	49.1	73.9	448	
LATTC	F 83	32.4	11.3	6.9	0.3	49.1	35.0	50.9	880	-10.6
	F 82	31.9	10.8	6.6	0.3	50.4	35.2	49.6	984	
LAVC	F 83	5.2	5.8	2.0	0.4	86.6	42.8	13.4	804	-9.7
	F 82	4.8	5.6	2.6	0.3	86.6	48.2	13.4	890	
WLAC	F 83	24.1	2.8	7.1	1.2	64.8	43.5	35.0	494	-8.3
	F 82	25.6	3.5	5.9	0.9	64.0	44.5	36.0	539	
District Office	F 83	21.6	11.1	22.1	1.1	44.2	55.3	55.8	371	-16.4
	F 82	21.8	9.2	22.2	0.6	45.9	57.0	54.0	444	
Totals	F 83	19.3	9.6	6.8	0.4	63.9	42.2	36.1	6,219	-6.9
	F 82	21.6	9.7	6.7	0.5	62.4	44.4	37.6	6,683	

[1]Affirmative Action Report, Office of Governmental Affairs, Chancellor's Office, Los Angeles Community College District, May 1984.

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